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ABSTRACT

This is the transcript of the second session of the Senate hearings on native Hawaiian education held in March 1984. The hearings in this volume explore the possibility of including Native Hawaiians under the definition of "Native American" in the Indian Education Act. The volume contains: (1) a prepared statement by Myron B. Thompson, trustee of the Kamehameha Schools (reviewing the Native Hawaiian Education Project); (2) a prepared statement by Georgiana K. Padeken, Chairman of the Department of Home Lands, State of Hawaii (with a number of attachments that provide information on the educational needs and status of Native Hawaiians); (3) statements by Daniel K. Akaka, congressman from Hawaii, and James Kapaialii Scott, doctoral candidate in education; (4) statements by Winona E. Rubin, chief executive officer of Alu Like, Inc. (giving demographic and socioeconomic information on the Hawaiian population); (5) a statement by Haroldeen Wakida, president of the Hawaii State Teachers Association; (6) statements by Joseph Kealoha, chairperson of the board of trustees, Office of Hawaiian Affairs (with attachments regarding educational policy issues); and (7) brief closing remarks by Senator Spark Matsunaga and Congressman Cecil Heftel, both of Hawaii. (GC)

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S. Hrg. 98-876

OVERSIGHT OF NATIVE HAWAIIAN EDUCATION

ED249333

HEARING

BEFORE THE

SELECT COMMITTEE ON INDIAN AFFAIRS
UNITED STATES SENATE

NINETY-EIGHTH CONGRESS

SECOND SESSION

ON

THE OVERSIGHT OF NATIVE HAWAIIAN EDUCATION

MARCH 21, 1984
WASHINGTON, DC

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(II)

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OVERSIGHT OF NATIVE HAWAIIAN EDUCATION

MARCH 21, 1984

U.S. SENATE,
SELECT COMMITTEE ON INDIAN AFFAIRS,
Washington, DC.

The committee met, pursuant to notice, at 10 a.m., in room SD–628, Dirksen Senate Office Building, Senator Daniel K. Inouye (acting chairman) presiding.

Present: Senator Inouye.

Staff present: Paul Alexander, staff director; Max Richtman, minority staff director; Elisa Geier, legislative assistant; and Lynn Toledo, secretary.

Senator INOUYE. The hearing will be in order.

This morning we will receive testimony on Native Hawaiian educational programs, and we will be focusing on the results of a study entitled the Native Hawaiian education assessment project that was conducted in Hawaii.

This comprehensive study provides the most intensive analysis of the educational needs of Native Hawaiian children.

This morning I am pleased to call upon the first witness, Mr. Myron Thompson, the senior trustee of the Kamehameha Schools, Bernice P. Bishop Estate.

Mr. Thompson?

STATEMENT OF MYRON B. THOMPSON, TRUSTEE, KAMEHAMEHA SCHOOLS/BERNICE P. BISHOP ESTATE, HONOLULU, HI

Mr. THOMPSON. Mr. Chairman and members of the committee, my name is Myron Thompson. I am a trustee of the Kamehameha Schools and chairperson of the Executive Steering Committee of the Native Hawaiian educational assessment project.

I am here to discuss the project's findings and to seek your consideration of including Native Hawaiians under the definition of Native American in the Indian Education Act.

My comments are organized around three questions: What are the needs of Native Hawaiians; why is it necessary to target Native Hawaiians for services; and what measures can be taken to address the identified needs?

As to their needs, we isolated three categories. In the area of basic skills, Hawaiian students in our public school system score below parity with national norms in reading and math.

On the local level, Hawaiian youngsters are at the bottom of most measures of educational achievement.

As to special education needs, these students are overrepresented on 32 indicators of special needs.

In addition, Hawaiians have a life expectancy that is from 5 to 10 years shorter than others in Hawaii.

We find as to the culturally related needs that Hawaiians have increasingly become strangers in their own land, and their behavior manifests itself in depression, self-disparagement, and therefore inferior scholastic achievement.

As to the question, why is it necessary to target Native Hawaiians, current Federal programs do not sufficiently address these identified needs. There are no programs which target basic skills of Native Hawaiian students. Programs such as bilingual education, impact aid, and Indian education do not benefit these students.

Programs such as chapter 1 partially benefit Hawaiian students. However, the majority of at-risk Native Hawaiian youngsters are not benefited from such programs. In addition, there are important conceptual reasons why current efforts are not meeting the needs of these children.

First, chapter 1 programs reflect a high degree of remedial instruction generally using traditional teaching approaches. These approaches are alien to the style of learning of our children. Twelve years of research by our staff with Hawaiian children and recently with Navajo youth in Rough Rock, Ariz., indicates that when the culture of the school is compatible with the culture of the child, academic achievement improves remarkably.

Second, poor achievement by most Hawaiian students is a result of their depressed orientation toward living. This is reflected in the attitude that, and I quote, "I am not good enough; therefore, I cannot achieve as well as others."

For these reasons, it is important to target funds to accommodate the cultural needs as well as to address the depressive mindset of this group of children. Such targeting will enable them to become a part of the mainstream of the United States.

We recommend three approaches in dealing with these needs. In the area of prevention, we recommend that the creation of five infant, child, and family development centers located throughout the State be established.

In the area of the approach of remedial work, we recommend: No 1, the creation of a Pacific region educational laboratory; and, No. 2, the authorization of Native Hawaiian participation under the Indian Education Act in culturally and psychologically sensitive programs of teacher training, tutoring, counseling, and cultural series.

And in the third approach, the prospective area, we recommend the inclusion of legislative language which would enable Native Hawaiian children to be served directly by the Vocational Educational Act and the provision of special scholarships to assist Hawaiian students who wish to pursue higher educational opportunities.

The cost of these recommendations is under $5 million a year. With such a range of programs, we foresee a time when Native Hawaiian children will no longer require special Federal assistance.

Mr. Chairman, in summary, the problems of Native Hawaiian children are many and complex. To solve them will require a broad base of support from Federal, State, and private sources.

Kamehameha Schools will cooperate in the design and funding of these programs.

Chairman Inouye, I thank you for your committee members' interest and attention to this matter. I will be pleased to answer any questions you may have.

Senator INOUYE. Thank you very much, Mr. Thompson.

Because of the intensive involvement of Kamehameha schools in this project, just for the record, I believe it would be helpful to the members of this committee to know what the Kamehameha schools are all about. Could you just give us a brief history of Kamehameha schools? When was it established, under what conditions, the mission of the schools, and do you believe that the schools are meeting the unique needs of Native Hawaiians?

Mr. THOMPSON. I would be glad to.

The school was created in 1887 through the will of Princess Pauahi Bishop. Princess Pauahi is the granddaughter of King Kamehameha, who unified the islands in the late 1700's and the early 1800's.

She grew up in a period of time when the death rate among the Hawaiians was quite extensive. The population dropped from an estimated 400,000 people at the point of discovery by Cook to 40,000 persons during her lifetime.

She was concerned about how to regenerate a race of people. Her basic interest was to provide educational opportunities for children of Hawaiian ancestry as a means of regenerating the strength of her people.

So she requested at that point in time that a school for boys and a school for girls be created. Now, over the years, we have educated some 6,000 to 8,000 students who graduated from the school. At the present time, we serve 4 percent of the total Native Hawaiian population who are in Hawaii's schools, kindergarten through high school. Another 16 percent is served by other private schools. The remaining 80 percent is being serviced by our public school system.

In 1980, in reviewing the statistics that are in our report to you, we noted that unless we became directly involved in fostering an educational improvement program throughout the State, the Hawaiian children would continue to show the negative statistics over time.

The trustees, in 1980, made a commitment that within the next 15 years, we will attempt—and we feel that we can—to move the achievement scores of Native Hawaiian children to at least parity with the Nation, but hopefully to parity with the rest of the youngsters in the State of Hawaii.

We are committed to do this, and we plan to enter into partnership with the Department of Education to achieve that goal. We also plan to participate with any other organization, including the Federal Government, in achieving that goal.

Senator INOUYE. As you know, this committee is a committee on Native Americans, primarily American Indians. Have you ever worked with American Indians?

Mr. THOMPSON. Not directly, except for the last 2 years, and that direct relationship has been created by our own staff. However, my interest goes way back to the sixties when I began to sense the similarities between the style of living of the Indians, and that of the Hawaiians.

That goes back to the period of time, when we had these programs, that were set up by President Johnson's administration. One of the schools I became acquainted with was Rough Rock School of Rough Rock, AZ. It was begun in the latter part of the sixties, and they had what I thought was a very intriguing program.

Essentially, in talking with the president of that school at that time, I asked what the philosophy of the school was. He said that the philosophy of the school was for the youngsters to become Navajos first, and people of the world second. I thought that was a very intriguing approach.

It was interesting to me that 2 years ago that same school requested the assistance from our staff to provide the training program for an improved reading program that we developed in Hawaii for Hawaiian children.

So, in direct answer to your question, our staff has been heavily involved with the Rough Rock school people within the last 2 years, and we continue to do so.

Senator INOUYE. Noting the similarities, do you believe that any aspect of your study would be applicable to the needs of American Indians?

Mr. THOMPSON. I think what is important is that, out of our study, we found certain things that needed to get done when you start dealing with children who are operating as the Indian children are, at least in Rough Rock, as well as children in Hawaii. That is, we need to move into the community to find out in detail how these children learn from their families and from the youngsters within the community, before we designed the classroom curriculum and the programs within that classroom. The process is essential and the same. This process is important for both groups of youngsters.

Now, when we were asked to come from Hawaii to Rough Rock, we brought our package over. We very quickly found that our package did not fit the Rough Rock children. So, we had to go back and go through the process of investigating how these children learn outside of the school and then readjusted our curriculum, and style of teaching within the classroom, and so forth, to fit the learning styles of these youngsters.

Senator INOUYE. I realize that your testimony suggests that the present provisions in the laws applying to Native Americans would not meet all of the needs of Native Hawaiians, but if Native Hawaiians were declared to be Native Americans in every respect, would it be helpful?

Mr. THOMPSON. It would be exceedingly helpful because the funds would be targeted and they would not get diffused throughout a large system. We could deal with that kind of situation.

Senator INOUYE. There is another question as to what constitutes a Native Hawaiian.

Mr. THOMPSON. All right Senator. I like the definition that you put together in 1974, and that is any person who could trace his or her ancestry to an ancestor in 1778 is eligible, and if that cannot be done, then that can be declared by the general community.

Senator INOUYE. So there are no quantum necessities?

Mr. THOMPSON. Oh, man. That one, I shy away from like the plague.

Senator INOUYE. Well, I thank you very much, Mr. Thompson. Your testimony will be extremely helpful to the committee as it relates to the needs of American Indians and also to Native Hawaiians. We hope some day Native Hawaiians will be considered Native Americans in every respect.

Thank you very much.

Mr. THOMPSON. Thank you, Senator. I hope so, too.

[The prepared statement follows. Testimony resumes on p. 70.]

PREPARED STATEMENT OF MYRON B. THOMPSON, TRUSTEE

THE KAMEHAMEHA SCHOOLS/BISHOP ESTATE, HONOLULU, HAWAII

Good morning Chairman Andrews and members of the committee.

My name is Myron Thompson. I am a trustee of The Kamehameha Schools/Bishop Estate, an educational institution in Honolulu, established in 1887 for the purpose of educating children of native Hawaiian descent. Currently, about 40% of the annual educational expenditures of our private school is devoted to the improvement of public education in Hawaii. This amounts to about $9 million per year.

Early last year I was asked by Secretary of Education Terrel Bell to chair the Executive Steering Committee for the Native Hawaiian Educational Assessment Project. The purpose of this project was to quantify the severity and scope of the educational needs of native Hawaiians and to determine what could be done to improve the situation. Our final report was presented to Secretary Be in March of 1983.

I am here today to ask that you seriously consider including native Hawaiians in the Indian Education Act. As you know, native Hawaiians have increasingly been included as native Americans in federal legislation. For example, in 1974 they were made eligible to participate in programs of the Administration for Native Americans (P.L.93-644). In 1982 the Job Training Partnership Act (P.L.97-300) was amended with provisions permitting services to native Hawaiians. Other recent statutes have included native Hawaiians in programs dealing with problems such as alcohol and drug abuse as well as with native American religious freedom.

My comments will elaborate upon this request and are organized in three sections.

1) What are the educational and special health, social, and psychological needs of Native Hawaiians?

2) Why is it necessary to create programs that target this specific group for services? And

3) What measures should be taken to improve existing programs and to address needs that are as yet unmet?

Through this comprehensive survey of testimony, data, and social science analysis, we found that native Hawaiians are a group at risk, virtually from birth. Almost every facet of the child's development is hampered by poor conditions. These conditions all contribute to forming a group of children who have low educational achievement.

SUMMARY OF THE FINDINGS

Three categories of need are identified in the Native Hawaiian Educational Assessment Project. They are:

1) Standardized Achievement Needs;
2) Special Educational Needs; and
3) Culturally-related Academic Needs.

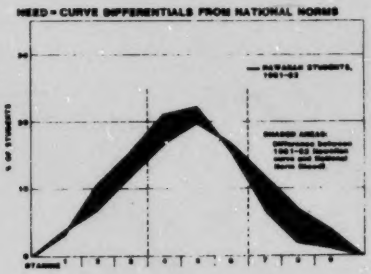
My testimony will highlight the findings in each of the three categories and recommend programs that will meet these needs.

I. Hawaiian students score below parity with national norms on standardized tests in reading and math.

In the area of student achievement, the needs of 42,000 school-age Hawaiians were assessed. This represents the combined enrollment of Hawaiians in Hawaii's public and private schools. An analysis of performance on standardized achievement tests yields the following points with respect to the performance of Hawaiian students in relation to others:

a) Hawaiian students in our public school system score below parity with national norms.

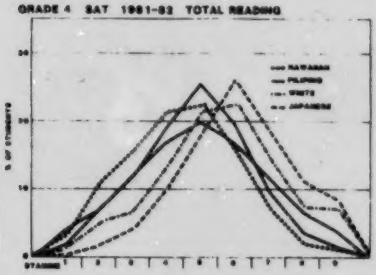
Figure 1


NEED = CURVE DIFFERENTIALS FROM NATIONAL NORMS
— HAWAIIAN STUDENTS, 1981-82
SHADED AREAS:
1981-82 Hawaiian curve and National Norm Shaded
% OF STUDENTS
GRADES

The educational needs of Hawaiian students may be defined as any difference between their achievement in comparison to a national norm. The differences shown above indicate a need for programs designed to reach Hawaiian students of all ability levels. The intended effect of the intervention would be to move the entire group's achievement profile toward or above the national norm.

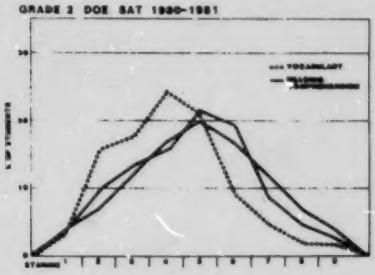
b) Hawaiian students face stiff competition in the form of Caucasian and Japanese students whose performance exceeds national norms.

Figure 2



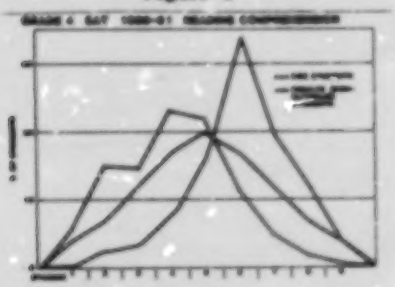
c) Hawaiian students consistently score higher on some subtests than others.

Figure 3



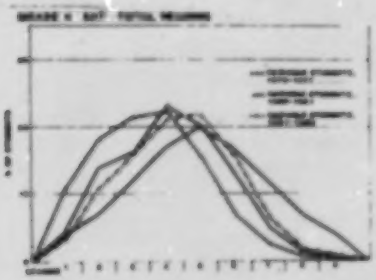
d) Hawaiian students in Hawaii's private schools score well above national norms on standardized tests. And

Figure 4



e) The scores of Hawaiian students in the DOE have consistently and significantly improved over the past decade.

Figure 5



In sum, these findings demonstrate that, while some progress has been made, the majority of Hawaiian students continue to score below national norms and well below other major groups in Hawaii on tests of achievement.

II. Hawaiian students have a disproportionate number of special educational needs that pose barriers to educational achievement.

A second major area of need outlined in the NHEAP report is that Hawaiian students face a plethora of special educational needs which are not measurable by, but do influence performance on, standardized tests. The needs in this category can be organized into six general areas:

1) Socioeconomic Status: the final report contains numerous indicators that the socioeconomic status of Hawaiians as a group is lower than one would expect. The report also presents substantial evidence that low socio-economic status correlates with low educational achievement.

Figure 6

KEY SOCIAL INDICATORS. STATISTICAL COMPARISON BETWEEN HAWAIIAN ADULTS AND ADULTS STATEWIDE

	STATE POP.	HAWN. POP.
Less Than High School Education	24%	30%
College Degree	16%	5%
Unemployed	6%	6%
Near or Below Poverty	16%	23%
Insufficient Income for Family Size	22%	35%
Professon, Technical, Managerial	27%	19%
Welfare Recipients	15%	22%
Income Less Than $4,000/Year	26%	31%
Median Income	$7,400	$6,900
Criminal Offenders	.5%	1.2%

of Total:
- Prosecutions Authorized – 62% Native Hawaiians
- Incarcerated – 47% Native Hawaiians
- Juveniles on Probation– 41% Native Hawaiians
- Adults on Probation– 35% Native Hawaiians

Source: Alu Like Needs Assessment Survey, 1979

2) Physical Health: Hawaiians are plagued with a susceptibility to a wide array of physical health disorders which are barriers to educational achievement or can be addressed through educational programs. The range of these health concerns is indicated by a relatively low life expectancy and a high incidence of affliction by specific diseases that lead to the victim's death or leave the afflicted with a lifelong physical handicap.

Figure 7

Estimated Life Expectancy at Birth by Ethnicity, 1910 - 1970

	Caucasian	Chinese	Filipino	Hawaiian Part-Hawaiian	Japanese	Other[1]	Total	Range[2]
1910	52.90	56.36	N/A	30.28	49.09	10.59	43.61	26.08
1920	57.02	54.75	32.95	35.03	51.22	28.95	46.91	24.07
1930	62.39	59.60	49.88	42.92	59.89	35.40	54.82	19.47
1940	64.91	65.05	62.92	52.35	67.46	53.99	62.84	15.11
1950	69.64	69.82	69.74	62.64	72.57	67.63	69.63	9.93
1960	72.78	73.83	71.64	64.94	75.55	62.72	72.32	10.61
1970	73.19	76.10	71.79	67.46	77.30	76.88	73.97	9.84
Male	70.68	74.78	70.21	65.05	75.71	75.25	72.03	10.66
Female	76.04	77.60	75.54	69.91	78.93	78.39	76.37	9.02

[1] The 1910 tables for all ethnicities and the "Other" tables for all years should be viewed skeptically.

[2] Highest minus lowest expectancy; excludes "Other."

Source: Gardner, 1988, no 9, pp. 221-226. Cited in Schweitzer, 1981

3) Mental Health: Testimony, data, and research analysis suggest that a variety of stressful forces or conditions exist in the lives of many Hawaiians. These conditions have generated depression or resulted in problems in areas such as childrearing, interaction with others, and school behavior.

Figure 8

Confirmed Child Abuse and Neglect by Ethnicity of Victim, 1975-1979

Ethnicity of Victims	1975			1976			1977			1978			1979		
	Abuse	%	Neglect	%	Abuse	%	Neglect	%	Abuse	%	Neglect	%	Abuse	%	Neglect	%	Abuse	%	Neglect	%
Hawaiian	70	26.7	47	29.2	142	36.3	68	28.0	171	31.0	95	32.8	199	27.0	84	22.6	160	22.4	69	17.4
Caucasian	66	25.2	60	37.3	78	19.9	80	32.9	137	24.9	94	32.4	168	22.8	104	28.0	150	21.0	131	33.1
Mixed	44	16.8	19	11.8	38	9.7	13	5.3	58	10.5	28	9.7	162	22.0	84	22.6	198	27.8	103	26.0
Samoan	25	9.5	3	1.9	16	4.1	9	3.7	37	6.7	7	2.4	54	7.3	12	3.2	54	7.6	5	1.3
Filipino	14	5.3	15	9.3	33	8.4	17	7.0	49	8.9	15	5.2	43	5.8	18	4.8	45	6.3	28	7.1
Japanese	3	.8	4	2.5	11	2.8	9	3.7	13	2.4	12	4.1	15	2.0	6	1.6	25	3.5	6	1.5
Other	41	15.6	13	8.1	73	18.7	47	19.3	86	15.6	39	13.4	97	13.1	64	17.2	81	11.4	54	13.6
TOTAL	262	100.0	161	100.0	391	100.0	243	100.0	551	100.0	290	100.0	738	100.0	372	100.0	713	100.0	396	100.0

4) Alienation: For a variety of reasons, many Hawaiians are alienated from the major institutions in our society. This feeling of alienation leads to and is signaled by such indicators as: crime, substance abuse, and high absenteeism.

Figure 9

RATES OF EXCESSIVE ABSENTEEISM IN TEN DOE SCHOOLS

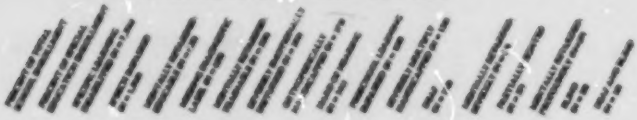
SCHOOL	% OF STUDENT BODY	% OF HAWAIIAN STUDENTS
1	60.5	66.9
2	53.6	55.2
3	51.9	59.8
4	51.9	58.1
5	48.2	76.7
6	47.3	60.6
7	43.6	60.6
8	42.2	71.6
9	43.2	64.9
10	36.4	54.1

Absenteeism is an indicator of alienation from the traditional school setting. The table above indicates that the percentage of Hawaiian students who are excessively absent (20 or more days absent per semester) is disproportionately higher than other students.

5) School System Barriers: The problems experienced by a school system tend to have their most dramatic impact upon those students who have special needs. Consequently, any problems experienced by the State Department of Education in maintaining a modern curriculum, adequate funding, or programs for students who are handicapped or have other special learning needs tend to have a more pronounced effect on Hawaiians than students who are thriving within the school system.

Figure 10

Percent Distribution by Ethnic Group for 16 Special Education Diagnoses, State of Hawaii Public Schools, 1980-1981



Percent of Special Education Enrollment		60.1	14.8	6.9	5.2	2.9	2.9	1.4	1.2	1.1	1.1	1.1	.7	.2	.2	.2	.1	
Caucasian	24.5	25.2	13.7	30.5	18.3	34.7	24.8	37.6	25.0	21.7	20.1	22.1	20.0	15.5	27.6	14.8	25.5	20.0
Hawaiian	20.4	31.8	26.4	23.4	30.0	27.1	17.5	24.8	24.0	29.9	31.0	24.3	33.1	20.3	22.2	25.9	15.0	30.0
Japanese	18.7	9.6	7.6	16.2	8.3	8.1	17.0	7.2	17.4	12.1	7.2	8.1	10.9	26.2	7.4	18.5	15.0	20.0
Filipino	18.7	15.4	14.4	13.8	24.3	13.6	20.9	13.6	9.3	24.1	15.6	19.1	18.5	25.0	22.2	14.8	40.0	10.0
Chinese	3.8	2.2	2.0	3.0	1.8	1.7	5.0	1.7	4.1	.7	2.9	5.1	3.1	3.6	0.0	3.7	0.0	0.0
Samoan	3.2	4.8	5.2	2.8	8.5	3.8	5.5	1.1	5.8	5.7	2.9	2.9	3.1	1.2	3.7	7.4	0.0	0.0
Hispanic	2.0	3.5	3.9	2.3	3.5	3.3	3.3	3.6	4.1	3.8	4.3	5.1	3.8	1.2	0.0	0.0	5.0	10.0
Korean	1.8	1.0	.8	1.7	.4	.6	1.1	2.2	2.3	.5	2.2	2.9	2.3	0.0	0.0	3.7	0.0	0.0
Black	1.4	1.7	1.6	1.4	1.5	3.3	1.1	1.9	8.0	1.4	5.0	0.0	1.5	0.0	0.0	0.0	0.0	0.0
Other	5.3	4.3	4.6	5.0	2.8	4.3	2.8	4.5	7.8	4.2	8.6	10.3	4.7	4.2	14.8	3.1	0.0	10.0
Percent of School Enrollment		7.5	4.5	1.1	.5	.4	.2	.2	.1	.1	.1	.1	.1	.1	.1	–	–	–

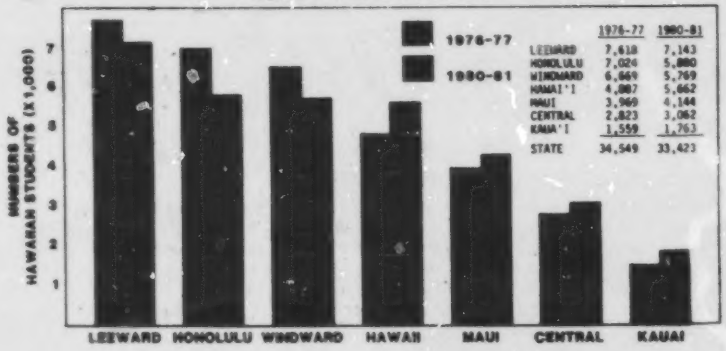
Source: Data obtained from State of Hawaii Department of Education, 1981.

6) Environmental Barriers: For economic and cultural reasons, disproportionate numbers of Hawaiians live in rural neighbor island communities (Hawaii, Maui, and Kauai) which have educational environments that, while rich in certain historical, cultural, and natural respects, tend to be deficient in many crucial areas (e.g., quality of facilities).

36-485 O - 84 - 2

Figure 11

HAWAIIAN STUDENTS BY DOE DISTRICTS, 1976-77 TO 1980-81



	1976-77	1980-81
LEEWARD	7,618	7,143
HONOLULU	7,024	5,880
WINDWARD	6,869	5,769
HAWAI'I	4,887	5,662
MAUI	3,960	4,144
CENTRAL	2,823	3,062
KAUA'I	1,559	1,763
STATE	34,549	33,423

III. Cultural behavior and background affect academic achievement.

The last need area described in the report revolves around culture. For many Hawaiians, culture is the basis of their self-concept and identity. This can be a positive and negative factor.

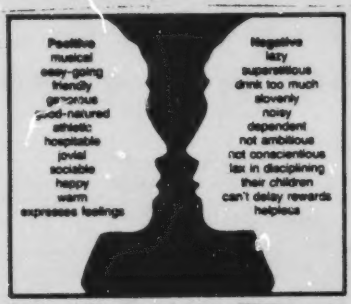
On the one hand, the report contains many pages of testimony and writings indicating that Hawaiians are affected adversely by the loss of their culture. It is widely acknowledged that the events of history have conspired to suppress Hawaiian values, lifestyle, language and beliefs.

There are numerous indicators of problems at the points where the Hawaiian culture meets and interacts with the dominant culture. The classroom is one such point.

Many Hawaiians also acknowledge that they have erected culturally-related barriers of their own making, through negative self-attributions or internal dissension.

Likewise, barriers have been created by those representing the dominant culture through stereotyping and the widespread use of a culture-bound school curriculum.

Figure 12
Stereotypes of Hawaiians



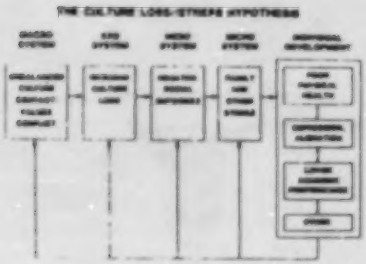
Stereotypes of Hawaiians, both positive and negative, tend to exert subtle pressures on individuals to fit prior expectations, making it difficult for them to develop their unique characteristics and skills.

In addition, the preservation of Hawaiian culture has been uneven. There is much about themselves and the ways of their ancestors that Hawaiians do not know. This makes the need for continued support for Hawaiian and multi-cultural studies particularly strong.

The recurring theme of these various conditions of cultural need emphasizes self-disparagement, feelings of inadequacy, fear of failure as well as fear of success, alienation, hopelessness and helplessness, and depression. These symptoms characterize the culture loss/stress syndrome.

This syndrome relates to the rapid and severe culture loss experienced by Hawaiians since the advent of "western" culture, beginning with the discovery voyages of Captain James Cook in 1778. The syndrome includes lowered school performance among Hawaiian children and, thus, indirectly as well as directly contributes back to negative social outcomes for Hawaiians. Figure 13 graphically depicts this causal chain. Implicit within this notion is a feedback loop which makes the cycle self-perpetuating. That is, without intervention, one would expect further cultural disparity, further culture loss, more depression, and increased social failure over time.

Figure 13



On the positive side, it is clear that many Hawaiians derive considerable strength and pride from their culture. The community's renewed interest in and emphasis upon things Hawaiian have been a source of revitalization and encouragement for Hawaiians.

Programs that expand our knowledge of Hawaiian culture will also play a significant role in preparing Hawaiians for the future. The students of today must develop a clear understanding of themselves and their values if they are to successfully deal with multiple options they will encounter in the near future.

WHY IS IT NECESSARY TO TARGET THIS SPECIFIC GROUP?

The state of Hawaii receives its share of federal funding through its single educational agency, the State Department of Education. These programs could be classified into three basic categories:

1) Federal programs that directly benefit or target Hawaiian students;
2) Federal programs that do not benefit Hawaiian students; and
3) Federal programs that indirectly or partially benefit Hawaiian students.

There are no educational programs in the first category. Such programs would result from resources targeting native Hawaiians as a special group in need, in the manner of the Indian Education Act.

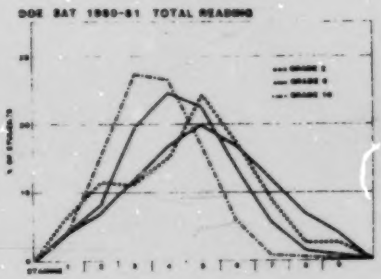
The second category includes programs such as Bilingual Education, Impact Aid, and Indian Education. Since virtually all Hawaiian children speak English as their first language, bilingual programs do not benefit them. Impact aid, of course, is intended to relieve some of the state's financial burden of

serving the dependents of military personnel and therefore cannot provide programs to meet the needs of native Hawaiians. Finally, Hawaiians are not eligible to receive the Indian education funds coming into our state because they are not currently included under the act's definition of native American.

In the third category are those federal initiatives such as Chapter I which address educational needs of economically disadvantaged students. Since many Hawaiian families are disadvantaged, many Hawaiian students do benefit from these programs. Many others, however, do not because the current funding levels accomodate only a portion of those who qualify for assistance.

Furthermore, marginally at-risk students comprise a significant gap group for whom these services are not available, since the selection criteria limit enrollment to students who are in the lowest stanines of achievement (after economic criteria are met.) This is particularly problematic for Hawaiian students who are even more over-represented in the gap group than they are in the group of lowest achievers. As our study shows, the achievement patterns of this at-risk group dramatically deteriorate as they progress through school.

Figure 14



Beyond the quantitative difficulties with this category of federal programs, there are even more important **conceptual** reasons why current efforts are insufficient in meeting the needs of native Hawaiians and why, therefore, this group needs to be specifically targeted for funding.

First, existing programs, such as Chapter 1, reflect a high degree of remedial instruction generally utilizing traditional teaching approaches. While these programs may work for others who are at risk, they represent more of what is **not working** for the Hawaiian student. Absent is any systematic attempt to reduce the cleavage between the culture of the school and the culture of the student.

The Kamehameha Schools/Bishop Estate has compiled considerable evidence through its work with Hawaiian children, as well as through a pilot project in collaboration with Navajo youth in Rough Rock, Arizona which shows that these cultural differences are a substantial impediment to the acquisition of basic skills. The research also proves that when the culture of the school is changed to be more accomodating to and compatible with the culture of the child, academic achievement improves remarkably.

Secondly, each of the three categories of need, discussed earlier in my testimony, is only part of the whole picture. For example, poor achievement on a standardized test is often a manifestation of self-disparagement, which results from depression, which may be caused by poor health. The problems are inter-related, and the solutions must be likewise, comprehensive and coordinated.

For these two reasons, simply increasing the current levels of funding for existing federal programs would be inadequate to effectively meet the special educational, health, social, and psychological needs of native Hawaiians. The necessary cultural accomodations and coordination would only be possible if the federal government establishes special provisions to establish programs that specifically target the needs of native Hawaiians.

WHAT MEASURES SHOULD BE TAKEN?

Our report includes recommendations for systematically and coherently tapping existing legislation to institute programs which we feel will address these problems. Each of the programs we are recommending has established a record of effectiveness. They represent three approaches: Preventive, Remedial, and Prospective. (Refer to Figure 15: Recommended Programs.)

These recommendations include: the creation of Parent-Child Development Centers and funding for a Pacific Region Educational Laboratory. We are pleased to report that both of these recommendations are a step closer to realization thanks to federal support for further planning efforts.

Figure 15

RECOMMENDED PROGRAMS TO IMPROVE NATIVE HAWAIIAN BASIC EDUCATIONAL SKILLS

MAJOR PROGRAM	RECOMMENDED PROGRAM	SUB-PROGRAMS	ESTIMATED FUNDING REQUIREMENTS	POTENTIAL FUNDING SOURCES
PREVENTIVE	1. CHILD AND FAMILY RESOURCE CENTERS	a. Teenage pregnancy prevention b. Prenatal c. Perinatal d. Infant/Toddler e. Preschool f. Health/Fitness/Nutrition g. Screening Services h. Interagency networking	$900,000	EDUCATION FOR THE HANDICAPPED ACT ADMINISTRATION FOR CHILDREN, YOUTH & FAMILIES
REMEDIAL	1. PACIFIC REGION EDUCATIONAL LABORATORY	a. Technical Assistance b. Needs Assessment & Program Evaluation c. Cultural Research d. Materials Development	$500,000	NATIONAL INSTITUTE OF EDUCATION
	2. KEEP TEACHER TRAINING	a. Educational Personnel Development b. School Consultation c. Curriculum Development	$838,750*	INDIAN EDUCATION ACT
	3. TUTORING/COUNSELING	a. Elementary b. Intermediate c. High School d. Educational Material Development	$900,000	
	4. CULTURAL STUDIES	a. Hawaiian Studies b. Multi-cultural studies c. Television and other media efforts	$616,000	
PROSPECTIVE	1. JOB SKILLS TRAINING	a. Non-traditional Classroom b. Vocational Training c. Outreach Counseling	$390,000	VOCATIONAL AND ADULT EDUCATION
	2. SCHOLARSHIPS	a. Undergraduate b. Graduate & Professional	$454,000*	HIGHER EDUCATION ACT

* Indicates Matching Funds Provided by The Kamehameha Schools/Bernice P. Bishop Estate

Another recommendation calls for support of public school teacher training now being conducted through the Kamehameha Elementary Education Program (KEEP.) The culturally sensitive methods and curriculum used by KEEP staff have significantly improved the reading achievement of native Hawaiian elementary students who are considered to be at risk.

Other recommendations call for tutoring, counseling, and cultural studies efforts that would be similar to programs conducted under the Indian Education Act. As I mentioned earlier, we have found through our work with Navajo Indians in Rough Rock that there are both uncanny similarities and sharp distinctions between the problems of native Hawaiian and Indian children. It appears that both groups will profit from educational approaches that consider their unique cultures. This committee can take direct action to benefit both groups. Specifically, we are recommending legislation to authorize native Hawaiian participation under the Indian Education Act and to increase appropriations for that act.

We are also proposing legislative language that would enable native Hawaiians to be served by those provisions in the Vocational Education Act that already benefit other native Americans and that would permit the establishment of a range of programs to meet the unique needs of native Hawaiians.

A set-aside in the Vocational Education Act could support such programs as Area Vocational Centers (AVC) in selected high schools which serve large numbers of Hawaiian students and where the demand for updating vocational training resources is particularly high. Other potential programs might entail entrepreneurship training, development of culturally related vocational opportunities, and the creation of culturally sensitive career explorations materials.

Finally we are recommending that a special scholarship program be established to assist exemplary Hawaiian students who wish to pursue higher educational opportunities. The target funding level for this additional scholarship assistance is $454,000. This would match the level of service already provided by The Kamehameha Schools/Bishop Estate.

The impact of these additional funds would be to significantly increase the number of students who pursue higher education outside the state, as well as those who undertake postgraduate and professional studies.

The total annual cost to fund all of the recommendations is under five million dollars. With the assistance of such a range of programs we foresee a time when native Hawaiians will no longer require special federal support.

SUMMARY

In summary, the problems of native Hawaiians are many and they are complex. Attempts to resolve these problems will require a broad base of support coming from federal, state, and local sources.

The Kamehameha Schools/Bishop Estate expects to participate in the development, funding, and implementation of programs to help Hawaiian children, and to assume a proper measure of responsibility for dealing with these concerns. We presently have a very close working relationship with the state Department of Education and we know of other private institutions that are willing to support these programs. We believe the establishment of such a federal, state and private partnership is in keeping with our nation's philosophy of private sector participation in the provision of human services.

Chairman Andrews, I would like to thank you and the other members of your committee for your interest and attention to this matter. I hope that the information I have shared will assist you in enacting legislation which will prove beneficial to all children who are at-risk. I will be pleased to answer any questions you may have.

INTER-AGENCY EFFORTS AND SUPPORT

Trustees of the

LILIUOKALANI TRUST

Clorinda Lucas, David M. Peters, First Hawaiian Bank
P. O. Box 3170, Honolulu, Hawaii 96802

March 14, 1984

The Honorable Mark Andrews
Chairman
Senate Select Committee on Indian Affairs
836 Hart Senate Office Building
Washington, D.C. 20510

Dear Mr. Chairman:

We support the concept that The Kamehameha Schools/ Bernice P. Bishop Estate and Queen Lili'uokalani Children's Center/Lili'uokalani Trust, both private Hawaiian agencies, work together in a combined effort of education, health and social care of orphaned and destitute children of Hawaiian ancestry toward the ultimate goal of self-sufficiency.

Very truly yours,

Clorinda L. Lucas

(Mrs.) Clorinda L. Lucas
Chairman
Board of Trustees
Lili'uokalani Trust

36-485 32

Created by her Late Majesty Queen Liliuokalani

B I S H O P M U S E U M
1525 BERNICE STREET • P.O. BOX [illegible] • HONOLULU, HAWAII [illegible] • [illegible]
96817-0916

March 7, 1984

The Honorable Mark Andrews
Chairman
Senate Select Committee on Indian Affairs
836 Hart Senate Office Building
Washington, D.C. 20510

Dear Senator Andrews:

As Director of Bishop Museum, one of the nation's largest institutions of this kind, I am deeply concerned with the education of all Americans. I was a teacher for more than a decade, and I was formerly Acting Deputy Director of the National Science Foundation and an Assistant Director over a period of seven years. Thus I am familiar in a general way with the importance of strong educational programs both at the delivery end as well as the Federal support end.

The Museum shares a portion of responsibility for educational programs in the state of Hawai'i with the Kamehameha Schools, who as you know have recently completed the Native Hawaiian Education Assessment Project, which clearly indicates special educational needs for this important group of our citizens.

I respectfully urge you to consider carefully the appropriate programs recommended by the Kamehameha Schools involving private partnerships in delivery of human services. These will require changes in the Indian Education Act as well as other education legislation. I also urge you to consider the establishment of a Pacific Regional Education Laboratory to strengthen opportunities for young people in the Trust Territories, Guam, and American Samma.

There is no doubt that the future standing of the United States among the nations of the world will depend heavily on the manner in which we carry out our responsibilities to these Americans to whom we have commitments on these Pacific Islands.

Thank you for your attention to this important matter.

Sincerely,

E. Crouts
Director

EC:bsfg

BOARD OF TRUSTEES
[illegible]
DIRECTOR
Edward C. Crouts, Ph.D.

PREPARED STATEMENT OF MS. GEORGIANA K. PADEKEN, CHAIRMAN
DEPARTMENT OF HAWAIIAN HOME LANDS
STATE OF HAWAII

The Hawaiian Homes Commission was created in 1920 by an act of the U. S. Congress and incorporated by a Compact in the State Admissions Act. With over sixty years of working with and serving four generations of native Hawaiians, it is clear that native Hawaiian advancement is a process that involves opportunities to be self-reliant and provide for one's basic needs, capacity-building of skills and talents, a willingness to participate in decision making and contribute to the well-being of the entire community.

The Hawaiian Homes Commission Act set aside about 190,000 acres of land for native Hawaiian use. This is a substantial resource available for native Hawaiian settlement, farming, ranching, and businesses. The Department of Hawaiian Home Lands (DHHL) also provides home and agricultural loans, extension services, business consultation and a land base for economic development, and technical assistance and seed monies to community groups to undertake self-help projects.

Educational achievement, knowledge, and skills development at each age group are an integral part of the process of native Hawaiian advancement. DHHL has found, for example, that the provision of land, improvements, and loans for farming are more effective with attention to developing the human resources as well. Balanced and comprehensive programs are necessary to achieve optimum results.

The Hawaiian community has expressed the need for continuity. Programs that service different age groups and are tied together help to provide learning experiences within the family that are reinforcing and enriching.

DHHL, the Kamehameha Schools, and other Hawaiian agencies have worked jointly on several projects through our membership in the Hawaiian Services Institutions and Agencies. We have found interagency coordination to be desireable to best use our limited resources. By working on common objectives through our various capabilities and resources, we have been successful in creating a more complete infrastructure of services needed by our clients. Examples of joint projects include:

- The Hawaiian Entrepreneurship Training Project was cosponsored by DHHL, Kamehameha Schools, Alu Like, Inc. and the Office of Hawaiian Affairs. With over 200 Hawaiians taking part, the project culminated in successful completion of a three week live-in course by 27 Hawaiian businesspersons. Follow-up services by various agencies have included business consultation, use of DHHL's land base, job training and placement, vocational education and scholarships for entrepreneur skill building.

- The Paukukalo Adult Basic Skills Program is funded by the Kamehameha Schools and State Department of Education. DHHL is making funds available for computer equipment and software in adult basic skills. Follow-up counseling and scholarship assistance is available for post-high school work.

- DHHL and Kamehameha Schools are pursuing a scholarship program for native Hawaiians in graduate level business fields. The formation of a group of trained managers complements other economic development and entrepreneurship services being offered.

- When funding for DHHL's preschool program terminated, the Kamehameha Schools proceeded to assume full responsibility for three sites in homestead areas.

The Kamehameha Schools is the Hawaiian educational resource. Of several Hawaiian trusts and organizations, the Kamehameha Schools is the only institution focused on Hawaiian educational achievement. Kamehameha Schools has a long-standing tradition of excellence, serving a sizeable segment of our Hawaiian community. Our people look to the Kamehameha Schools for directions and educational services, and holds the Kamehameha Schools accountable for its performance and results. The Native Hawaiian Educational Assessment Project is an indication of the level of quality which our people expect and which the Kamehameha Schools carries out.

The DHHL urges your favorable consideration of the recommendations set forth by the Kamehameha Schools for the following reasons:

a. The Native Hawaiian Educational Assessment Project provides a solid rationale for special assistance from the federal government for native Hawaiian education.

b. The set of programs recommended by the Kamehameha Schools can result in a balanced and comprehensive set of educational services to promote native Hawaiian advancement. Vocational education, basic skills, higher education assistance are program

areas that can benefit our adult clients.

c. The Kamehameha Schools has demonstrated its commitment to native Hawaiian educational achievement and is prepared to participate in program development, funding, and implementation.

d. Our agencies recognize the value of coordination to fulfill our responsibilities and make optimum use of limited resources in a purposeful and organized manner. The network for coordination is in place.

It is my belief that the native Hawaiian community will respond enthusiastically and that significant results will be achieved with appropriate federal, state, and private commitments.

SUBMITTED BY:

GEORGIANA K. PADEKEN
CHAIRMAN

NATIVE AMERICAN COLLABORATION

(December 12, 1983 school board meeting)

ROUGH ROCK DEMONSTRATION SCHOOL
RRDS - Box 217
Chinle, Arizona 86503

RESOLUTION: CONCERNING THE COOPERATIVE PROJECTS WITH THE KAMAHEMEHA SCHOOLS/BISHOP ESTATE

WHEREAS the matter of the cooperative project operated jointly by the Kamehemeha Schools of Hawaii and the Rough Rock Demonstration School (Navajo); and

WHEREAS that the project may be considered an unqualified success, and that continuation of this project and others like it may be expected to produce benefits for both institutions and the children they serve, and that all effects should be made to continue a cooperative working relationship, and

WHEREAS this is undertaken in light of the following:

First: The terms of the original agreement have been met by both parties in good faith and a spirit of cooperation, and we are encouraged that such can continue

Second: The goals of the project have been met and exceeded, demonstrating competence of both parties to carry out joint educational research-and-development work.

Third: The benefits to Rough Rock Demonstration School have exceeded expectations of the original agreement, and include the following:

a) The KEEP Language Arts program has been installed effectively in a third-grade classroom. The Rough Rock teacher and aide have been trained sufficently to continue operation, though further training would be advantageous.
b) The KEEP Language Arts program has been adapted to Navajo children. The children are learning vigorously and happily.
c) The third-grade Rough Rock staff have been trained to continue to develop the program and make it increasingly effective for Navajo children.
d) The entire Rough Rock Demonstration School Elementary School faculty have been offered training in several

Language Arts skills, through a series of bi-weekly workshops offered by KEEP staff. More than half of the faculty participated.

Fourth: The benefits to Navajo children have been extended to schools throughout the reservation, through an all-day presentation by KEEP staff to reservation-wide conference on the teaching of English as a Second Language; through many visitations to the Rough Rock/KEEP program by representatives of many other schools; and by presentations to faculty and students of the Indian Education Program at Northern Arizona University.

Fifth: We are assured by the KEEP representatives that benefits to the Kamehameha Schools and client Hawaiian children have been equally great, in that:

a) a greater understanding of the KEEP program has been achieved by observing differences in the ways that Hawaiian and Navajo children respond in it;
b) greater sophistication in developing programs for cultural minorities has been gained through interaction with Navajo staff;
c) research-and-development directions for future KEEP work have been clarified, with potentially great savings in cost and effort.

Sixth: It has been demonstrated that both Native American peoples, Hawaiian and Navajo, can benefit from a joint attack on their common problems with educational effectiveness.

NOW THEREFORE BE IT RESOLVED that we urge the following:

1) That staff of the Rough Rock Demonstration School continue to work cooperatively whenever possible with the Kamehameha Schools.
2) That the Kamehameha Schools/Bishop Estate favorably consider opportunities to continue our joint research-and-development efforts.
3) That policy makers in the Congress of the United States, in the Department of Education, The Bureau of Indian Affairs, and in private foundations favorably consider proposals that will make possible further joint programs between the Kamehameha Schools/Bishop Estate and the Rough Rock Demonstration School, as well as other educational programs for Native Americans.
4) These are undertaken in the conviction that they will further the educational progress of Native American children--Hawaiians, Navajos, and--by example--many others as well.

CERTIFICATION

I hereby certify that the foregoing resolution was duly considered by the Rough Rock School Board at a duly called meeting at Rough Rock, Arizona at which a quorum was present and that same was passed by a vote of 4 in favor and 0 opposed, this twelfth day of December, 1983.

Ernest W. Dick, Sr., Vice-President
Rough Rock School Board, Inc.

36-485 O - 84 - 3

FORD FOUNDATION

Designing Reading Instruction for Cultural Minorities:

The Case of the Kamehameha Early Education Program

Robert C. Calfee - Stanford University
Courtney B. Cazden - Harvard University (editor)
Richard P. Duran - Educational Testing Service
Margaret P. Griffin - University of California, San Diego
Marjorie Martus - Ford Foundation
Harriet Doss Willis - CEMREL

December 1, 1981

The preparation of this report and the visit to KEEP on which it is largely based were made possible by the assistance of the Ford Foundation, Division of Education and Research, in cooperation with the Bernice P. Bishop Estate, Kamehameha Early Education Program, 1850 Makuahane Street, Honolulu, HA 96817

Additional copies of this report may be obtained from
Professor Courtney B. Cazden
Harvard Graduate School of Education, Appian Way, Cambridge, Mass. 02138

INTRODUCTION

The Kamehameha Early Education Program (KEEP) is a research and development project designed to find ways of improving the school performance of educationally 'at-risk' Hawaiian children and using these results to help public schools better serve this population. A central question that the KEEP project poses is one that concerns every community in a society as diverse as ours: Whose responsibility is it to build bridges between the culture of a community and the culture of the school? Is it chiefly the young child's responsibility to adjust to the new and different demands encountered upon entering the public school? KEEP is important as an example of a deliberate attempt to take account of the cultural background and abilities developed in the community, and to design instructional program which is both culturally congruent with community practices and manageable in the public schools.

In January 1981, as a team of six people, we had the opportunity to observe KEEP at first hand. The study team was deliberately diverse: an educational psychologist, a sociolinguist, a psychologist, an educational linguist, an educational administrator and a foundation program officer. Four of the group had been public school teachers; one member was Hispanic, one Black; all had been involved in research, development and training in the eduction of children from minority cultures. We did not agree about every aspect of the program, but there was consensus that what we had seen was sufficiently important that a report should be prepared for wider dissemination. The project is now known only to a small group of educators and social scientists; a report could make it known to more people and help others to think about the implications of KEEP's work for other children.

We found at KEEP a sustained effort - maintained over a decade and still going - to find out how to increase the chances of school success for the children of a community where educational success is not noteworthy. The modifications the project is making are not radical; rather, they involve subtle alterations in traditional roles and procedures and in the instructional emphases in the teaching of the critical school skill of literacy. KEEP is more specific than many other programs - not necessarily more prescriptive - about which teaching practices are important for children's learning.

It is not clear how much KEEP's progress can be attributed to practices in the educational program that are specific to Hawaiian children and how much to instructional elements that, properly adapted, might work equally well with other populations. Individual elements of the program can be found in operation in a number of mainland schools. In the spirit of the project, our interest is not to try to single out one or the other feature that best explains the program's success, but to encourage discussion of the different components that, in some combination, seem to comprise the necessary and sufficient ingredients for effective instruction. Unacceptably low levels of educational performance still confront many schools in the United States. To learn about the Kamehameha Early Education Project is to learn as much about its unwillingness to settle for low achievement and about the spirit of inquiry that animates its work as it is to learn about specific program components. We hope this account will help others to share in some measure in the analysis of a venture that has challenged, questioned and provoked our own beliefs and assumptions.

This report has 6 main sections. The first narrates the historical background on the multidisciplinary research that has led to the present program, and reports the various comparisons KEEP has made in evaluating its program and the results they have obtained so far. Second is a brief description of a typical morning in a KEEP classroom, which sets the stage for more extended discussion of two program components: the direct instruction of comprehension and the social organization of the classroom. The third section, on direct instruction in comprehension, discusses in some detail the reading program that has evolved at KEEP, explores alternative explanations for its success, and ends with a report of a test we asked the staff to administer to a few KEEP laboratory school students. The fourth section, on the social organization of the classroom, suggests new meanings for the term "social" in teaching and learning, and includes discussions of the complex relationships between ethnographic research and educational innovation. In the fifth section, the laboratory teachers' roles in KEEP's development are described, followed by a picture of the training processes that evolved, moving from training in the laboratory school to the training now underway in cooperating public schools. The sixth and last section, the conclusion, pulls together some of the themes highlighted in the report, and includes a brief discussion of the costs of KEEP, a subject not discussed on our trip.*

*Because so many of the documents about KEEP are not widely available, readers may be especially interested in the Spring, 1981 issue of Educational Perspectives, devoted entirely to KEEP, with contributions from KEEP researchers and one outside commentator, Isabelle Beck. See Appendix A for the Table of Contents of that issue, and information on how to obtain it.

HISTORY AND RESEARCH BACKGROUND

History

The population of the Hawaiian Islands today is highly diverse. Changes in the basis of the census classifications make it difficult to be exact about changes in the population membership. Depending on how data are collected, approximately 20% is estimated to be of Hawaiian or part Hawaiian ancestry or to identify themselves as ethnically Hawaiian. Once primarily an agricultural and fishing people, the native Hawaiian communities have experienced social and economic dislocation in the process of adapting to the demands of a modern industrial and business oriented society. Conflict between the traditional and modern ways of living is particularly manifest in those areas that are heavily ethnic Hawaiian. Some have adapted themselves easier than others; and, as in other communities in transition, the children of the families adhering closest to the traditional ways are likely to experience the greatest discontinuities when they move into the culture of the school. For children of these families, transition can be abrupt. How the school responds to the differences children bring to school can be of paramount importance in the child's willingness to participate in classroom activities.

It was an awareness of the crucial nature of the gap between the home and the dominant culture that first led social scientists and educators to undertake investigations of community life among the Hawaiian ancestry families. Begun in the mid 1960's, these interdisciplinary community studies looked at modes of teaching and learning in the home and in the school and used this information to frame initial questions about discrepancies between styles of

learning in the home and educational performance in school. The starting assumptions of these studies were that the Hawaiian-ancestry families were bi-cultural, that their cultural differences were not deficits but preferred differences in life style and modes of behavior, and that bi-culturalism did not have to be a barrier to participation in modern society. Rather, understanding of the differences might offer insights into ways of creating school environments in which children could learn to participate in the larger society. The school could learn to modify its practices in ways that would enable the children to become successful learners of school tasks, just as they were successful learners of home and community tasks.

By 1970 the Hawaiian community was showing an increasing concern over the poor academic achievement of children from low income homes. Since the 1880's a small percentage of native Hawaiian children had been educated at the Kamehameha Schools, a non-public educational program established by a Trust of the last descendant of the Kamehameha dynasty of Hawaiian monarchs, Bernice Pauahi Bishop. These schools had selected their students from among the most advantaged; and it is now time, said the community, that the Trust (the Bishop estate) turn its attention to the more disadvantaged children, most of whom attend public schools. Building on the findings of the earlier community studies, in 1971 the Trust created the Kamehameha Early Education Program (KEEP) as a research and development project aimed at finding ways of improving the school performance of the educationally at-risk Hawaiian children and using the results to help the public schools better serve this population.

KEEP's main task was to uncover the reasons for the widespread failure

in learning to read and, based on that understanding, to develop an instructional program in which children could be more successful. Systematic observations of learning behavior in the community and in the school, starting with kindergarten in 1972, focused on the child's interactions with adults and other children. As in earlier studies, the research team was multidisciplinary: it involved anthropologists, psychologists, linguists, educational researchers and teachers. It was collaborative and interactive; observations fed into the design of experiments and in turn those findings fed back into new hypotheses and new questions. The orientation of the KEEP team was problem-solving: a systematic search for clues to understanding what goes wrong and an openness to examining why something worked when it did, a reiterative process that Frederick Erickson (1977) has since referred to as "analytic detective work."

The very practical goal of the research project led in 1973 to the opening in Honolulu of an experimental laboratory school, known as Ka Ha'i Pono,* purposely designed to facilitate the coordination of research and its applications to classroom design. The intake population - kindergarten through third grade - was planned so that 75% of the children would be from an urban area where many Hawaiian children are "at risk".** Three fourths of the families were receiving financial assistance; few youths complete high school and fewer (about 5%-7%) attend college -- a picture not unlike that of other disadvantaged minority communities in mainland USA.

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* The name "Ka Ha'i Pono" means "to strive for excellence." It was given to the school through a traditional practice - it came in a dream to a Hawaiian elder.
** In recent statewide testing, the modal fourth grade scores in schools with high Hawaiian and other Polynesian enrollments are in the tenth percentile. KEEP estimates that some 35,000 children compose the ethnic Hawaiian at-risk public school population.

From the beginning, the research team was determined to find solutions that could work in the public schools. The search for practical alternatives was aided by participation in the research team of the teachers in the laboratory school and by locating the research space on the school site. Data collection was furthered by construction in the laboratory school building of an observational deck with audio and video equipment so that any interaction between teachers and children could be both directly observed and captured on tape. Conditions at the laboratory school otherwise conformed to those in the public school: pupil-teacher ratio, classroom size, resources and school calendar resembled public school conditions.*

Beginning in 1973 and over a period of four years of explorations, experimentation, design, reformulation, try out and revision, an educational program was developed and tested on successive classes of children enrolled in the laboratory school, and the results were compared with those of children of comparable backgrounds attending nearby public schools. By 1977 KEEP felt it had succeeded in identifying the essential features of an appropriate instructional program, one that was both culturally congruent with community practices and manageable in the public school. Data from the experimental groups were showing improvements in pupil performance, confirming the judgements of the staff as to the necessary and sufficient components of an effective reading and language arts program. Meanwhile, the staff had begun to explore the interest of public schools in communities with significant numbers of Hawaiian children; and strategies for moving the program into public school

* Because the reading/language arts teachers in the lab school are active collaborators in curriculum design and research they are in the classroom only in the mornings; other teachers carry out the rest of the primary curriculum in the afternoon.

field sites were formulated. Staff training was redesigned for a public school operation, and in 1978-79 the first public school field site began operation. As of the time of our visit, there were two public school sites, and three more were planned. The goal is state-wide dissemination through the seven districts that make up the public school system of the Islands, concentrating first on schools with 25% or more Hawaiian ancestry children where the achievement level is below the 40th percentile.

Research background

The research activities that contributed to the development of the KEEP program divide into roughly four phases: first, the basic ethnographic and linguistic studies that sought to understand and describe community culture, language and ways of learning and to consider their influence on the children's educational performance; second, the introduction of variations into the school program, observation of their effects on learning, experiments with potentially significant features and assessment of their results; third, transposition of the most promising features into a stable set of classroom practices and design of systems to ensure consistent application by teachers. A fourth stage, overlapping with the third and still underway, is the work of learning how to transfer the resulting program to public school contexts. Phases necessarily transcended the whole sequence of program development: some elements changed or took different forms as new data were collected and fed back from classroom observations. Thus, it

would be misleading to imply that this was a highly sequential and linear development. Although the ethnographic research came first, data from the community continued to inform subsequent inquiry and served as an important resource in helping the staff to interpret children's responses to classroom practices.

The ethnographic studies covered a five year period, concentrated on a community over 50% Hawaiian, and involved all day naturalistic observations in a small number of homes and interviews with parents. The focus was mothers and young children, family socialization patterns and relationships among children. In addition to the informal observations, direct observations were made of mothers' styles of teaching in a variety of games and learning tasks designed by the researchers. To supplement the data from the one community, interviews were conducted with a random sample of 100 households, parents and adolescents. From these investigations researchers learned that many Hawaiian children grow up in an environment of sibling caretaking and sibling work-groups; they have household tasks that they do cooperatively; interaction between mother and children is not characterized by extensive or elaborate verbal instructions. Children learn by observing the activities of older children, and they perform industriously and responsibly with a minimum of supervision. (Gallimore & Howard, 1968)

An early question that preoccupied the research team was whether linguistic differences in the native Hawaiian population - variation along a Hawaiian creole to standard English continuum - could explain some part of school failure, and whether standard English should be directly taught. Samples of childrens' speech were tape recorded by mothers in the home, supplemented by formal interviews with children, at home and in school.

Studies were conducted of children's responses on a variety of linguistic measures and of speech behavior in peer groups; and a study was made of the effects of direct instruction in standard English. Much was learned, but the linguistic research turned up no clear evidence that being bi-dialectal was a barrier to understanding or responding to school instruction. The overall conclusion was that speaking Hawaiian Creole is not a cause of school underachievement (Gallimore, 1977; Gallimore & Tharp, 1976; Speidel, 1981). Thus the research and development team would have to look beyond the forms of language for the roots of school learning problems.

Parallel with the ethnographic and linguistic studies in the Hawaiian communities, the research team studied the behavior of Hawaiian children in the regular public school classrooms and the nature of the instruction they received. Observations were made of the level of children's engagement in classroom activities, and the type of social interactions between children and teachers and among the children. The children were observed to be inattentive, uninvolved, frequently restless or aggressive and hostile. Several years of observation, some directly focused on teachers' efforts to control classrooms, seemed to support a prevailing stereotype of Hawaiian children as lazy, unmotivated, lacking in the abilities necessary for school work. The contrast between this classroom description and the industrious and helping behaviors the researchers had observed in the community constituted both a continuing stimulus for efforts to alter the classroom environment, and a guide for the staff in experimenting with new classroom structures and curriculum practices that would engage the natural abilities of the Hawaiian children.

The KEEP laboratory school setting provided the control over the instructional program necessary for the second and third phases of the

project -- experimentation with trial and error adjustments of elements in the classroom, and evaluation of their effects. Laboratory school teachers were selected who would not only have patience with ongoing investigations but who would also participate with the researchers in observing children's responses in class and who were willing to examine the effects of their own teaching styles. The practioners' intimate practical knowledge enabled them to offer valued feedback to the research and development staff. Cooperation between researchers and teachers was greatly facilitated by the researchers' respect for classroom experience and their sympathetic evaluation of the teachers' reactions and suggestions.

The initial research task was to introduce variations into the social organization and curriculum, observe them in action, and document the conditions in which children would participate more readily in the classroom. Over time a number of potential new elements were tried out, and those that survived the practical realities of the school were retained, later to become candidates for the program design. Theory was sometimes a determiner of what was tried and at other times a resource in explaining the effects. Some changes were predictable from the ethnographic research; in other cases, the ethnographic data base helped to suggest reasons for the results obtained; in still others, explanations only came to light later on, after the staff had had ample opportunities to reflect on the whole course of events.

In introducing variations into classroom structures and curricula, KEEP sought to learn how to organize an environment that would capture the Hawaiian child's attention and engage his abilities in school learning. How could the industriousness, learning abilities and work orientation the children displayed at home be applied to school work? How could out-of-school cooperation and self-regulation be made to function in the educational program?

If the children were displaying to the researchers age-appropriate verbal and cognitive abilities outside of school, what would it take to get them to apply those abilities in learning to read and meet the achievement expectations of the school? KEEP's answers assume that what had to change were the adult teaching styles that somehow conflicted with or prevented manifestation of the child's natural modes of learning. Thus, while the goal was to improve the child's school performance, the unit of project attention was not the learner but the teacher. Unlike many compensatory education programs that provide added services directly to children, KEEP saw its function as changing the adult-made structures that might be producing the observed low levels of child engagement.

Student industriousness became the first area of classroom experimentation because it represented an area in which successful program effects might lead to improvement of Hawaiian children's educational achievement with minimal alteration in the public schools. KEEP's initial research orientation was drawn directly from psychological learning theory and educational behavior analysis -- the application of learning theory techniques to the investigation and manipulation of children's and teacher's behavior in the classroom. Children's motivation was operationalized to mean the frequency of on-task behavior. Two techniques for increasing school motivation were implemented simultaneously: training the teaching staff in the use of behavior management techniques, especially positive social reinforcements of desirable student behaviors; and establishing a small group organization of classroom activites that permitted the children more self-direction and self-management in their classroom work.

The first formal evaluation of these changes in classroom control and organization was conducted in 1976 with the reading curriculum then in

use -- a phonics or code-oriented basal reading series. The KEEP classrooms were clearly different from the public schools: According to Tharp (personal communication, 1/81) KEEP teachers use up to five times more praise than comparison public school teachers, and employ so little punishment that it cannot be reliably counted. The KEEP kindergarten and first-grade children's on-task rate increased (to about 90% of the time) relative to control-group public school children (about 65% of time). The use of behavioral management techniques was also associated with gains in WPPSI general intelligence test scores among children: children who previously scored in the subnormal verbal IQ range scored in the normal verbal IQ range after a one-year exposure to KEEP. However, examination of the effects of teacher management techniques on gains in students reading achievement test scores (Gates-MacGinitie test), failed to show any positive effects. KEEP children's reading scores remained at or below the 15th percentile -- a pattern essentially the same as for public school children of Hawaiian background (Gallimore and Tharp, 1974; Tharp and Gallimore, 1976).

When, despite improvements in classroom management and increases in on-task behavior, reading scores continued to be low, the reading curriculum itself came under examination. It was suspected that the highly sequential small-step organization of the formal phonics reading curriculum required too much rule learning and adult verbal direction and lacked meaning for the children. And so the KEEP staff searched for "available alternatives that would have certain features: a small-group orientation, a focus on higher-order cognitive operations, and a psycholinguistic emphasis, including a lot of child language production." A program developed at the University of Arizona and in use at the Flowing Wells demonstration site in Tucson became the basis of KEEP's new comprehension-based reading program,

modified at KEEP in the light of the ethnographic studies and their own previous classroom research. "For example, we insisted that reading instruction must be small group, and not one-on-one tutorial, as was the Arizona proclivity" (R. Tharp, personal communication, 9/81).

The shift to a comprehension or meaning-emphasis approach to reading proved fortuitous in unanticipated ways. The children themselves showed the way by the pattern of their participation in small group story discussions, a pattern the KEEP staff subsequently analysed (with the help of independent sociolinguistic research by Watson 1975 and Watson-Gegeo & Boggs 1977) as related to an indigenous Hawaiian speech event called "talk story". The result is an explicit formulation of a bicultural classroom and the limiting role of the teacher in helping children to apply their everyday experiences and knowledge to the content of school texts.

The process that KEEP went through in designing and trying out components of the new reading program has been described by Tharp (Tharp, 1981; Tharp & Gallimore, 1979). First written as an after-the-fact analysis of KEEP's evolutionary ad hoc processes, the formalized model has, according to Tharp, guided KEEP's work since 1977.

By 1977 the project had identified at least the potential features of a workable program that would be culturally compatible with community practices and more likely to engage the children in school learning than the traditional school reading programs. The initial try outs of the program were encouraging (after one year, test scores in one class went from the 23rd percentile to the 69th). But it took four years of successive trial and error, design and redesign and continuing evaluation, to establish

the essential features of the new curriculum and learn how to maintain them as stable elements of the KEEP school program.

The researchers and developers produced a diagnostic-prescriptive reading skills system, called the Kamehameha Reading Objectives System (Kroe-Crowell et al, 1981 - see description in Appendix B) which includes a set of graded behavioral goals and a record system for keeping track of the progress of individual students. They also devised a quality control system for monitoring teaching practices. Together, these systems provide tools for formative evaluation of the program in operation and for feedback of information to teachers. With such records, data can guide the improvement of teaching and can also serve functions of public accountability.

Learning to implement and sustain the program in the classroom is hard work; it requires re-direction of teacher time and focus as well as re-arrangement of room organizations and use of new management tools. Accordingly, teacher training is itself approached as a research and development problem, and considerable investment is being made in studying the training process as KEEP extends its program into the public schools. A continuing question for the research and training groups is the degree of concentrated on-site support necessary for teachers to gain and maintain control over the program's essential features.

Program Evaluation

While KEEP is an educational program undergoing continued evolution,

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the present instructional and organization design has reached the stage of stability where impact on learning can be evaluated. In contrast to formative research that produces information guiding the improvement of program elements, the term "program evaluation" is used at KEEP to refer to summative evaluation of the overall effects of the full program on student achievement. A deliberate decision was taken to use standardized tests as the primary outcome measure in order to evaluate the program in terms familiar to educational decision makers.

Three separate comparisons of reading achievement are available. First, comparisons were made of the test score performance of children who had been receiving the phonics-oriented basal reading program, children undergoing KEEP's transition from phonics to comprehension during their primary years, and cohorts of children who received only the new program emphasizing direct instruction in comprehension in small group learning centers. On standardized norm-referenced achievement tests, performance was significantly better for primary grade cohorts instructed after introduction of the comprehension approach, compared with those who experienced the phonics-oriented reading curriculum or part-phonics, part-comprehension.

Whether the small learning centers made a specific contribution to the outcomes, apart from the reading curriculum itself, is not clear. In the staff's view, the effects of individual features can be studied, but their independent contributions to the overall results cannot be evaluated because "they always occur in interaction with others". KEEP's view is that the learning center organization and reading program are interdependent elements: in this setting, at least, the centers are necessary to free the

teacher for direct teaching of comprehension while simultaneously encouraging peer group management of independent work.

KEEP also has made two comparisons of the effectiveness of the experimental program and the regular public school curriculum. These comparisons have taken two forms: first, comparisons of the achievement of KEEP laboratory school children with similarly selected children in a sampling of regular public schools; second, comparisons of children's performance in the KEEP-style program in its first year of implementation in two public schools with that of children in the regular program in the same schools.

Cohorts of children in grades one through three who received the KEEP program were compared with classes in public schools in the same area serving the same high risk disadvantaged population. Both groups were volunteers to the study. On a combination of Gates and Metropolitan tests, in the first year the experimental program was tried, 1976-77, first grade KEEP children scored at the 73rd mean percentile compared with a 30th percentile score for the public school controls. Similar differences were obtained during 77-78 at the second grade level, when the experimental group scored at the 61st percentile compared with the control public school score at the 27th percentile. 1978-79 scores, while not sustained at these initially very high levels, continue to show scores in favor of the KEEP groups at each grade level (Klein, 1981; Tharp, in press):

1978-79 Reading Test Scores (in percentiles)

	KEEP	Controls
Grade One	48.5	29.0
Grade Two	44.0	30.5
Grade Three	50.5	26.0

A number of factors might account for these differences. KEEP points to the specific features and elements of the program which, in combination, distinguish it from regular public school practices.* Also contributing to the very early differences in outcome might be factors that inhere in experimental sites; for example test taking conditions, or the attention and recognition invariably given to teachers and children in special settings.

The second evaluation in public school settings was planned to test the sturdiness of the program in two different public schools and to find out how the features work when subject to local adaptations. The two schools were in rural and semi-rural communities where there are heavy concentrations of Hawaiian ancestry children. Children were assigned randomly, with two first grade classes using the KEEP program and two serving as controls. At the time of our visit, data was available for the first year of public school implementation, 1978-79 . Although it is too soon to assess the durability over time of the cumulative effects on children, the first reports released in 1980 showed KEEP-taught children significantly exceeding controls on two standard measures of reading

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*Besides direct instruction of comprehension in small group learning centers, they include the consistent use of contingency reinforcement techniques, diagnostic prescriptive instruction with continuous feedback of data on student progress, a quality control system which monitors implementation of specific teaching practices, and the teacher training required to maintain the necessary classroom practices. Not mentioned but of possible consequence is the early start the KEEP program gives to reading in the kindergarten.

achievement (Tharp, 1981).

Moreover, data obtained in quality control monitoring of teaching behaviors (Au & Mao, in press) are currently being related to data from KEEP's own criterion referenced tests on a teacher-by-teacher basis. Results obtained to date indicate that public school teachers in the KEEP program do change their behaviors during small group instruction in desired ways, and that improvements in pupil performance accompany these changes (Au, personal communication, 9/81).

While these data in themselves are not sufficient grounds from which to draw firm conclusions about the program's comparative effectiveness, they are a step towards discovering the type of monitoring and support of teachers that is necessary to obtain steady improvements in student achievement. Subsequent reports of evaluations at these and other public school sites should contribute to understanding the level of public school effort that can be maintained and the outcomes that can be expected over time.

Unlike most mainland programs that limit their evaluations to reports of outcome measures, KEEP continues to explore the processes that contribute to the outcomes. It thereby may add important new dimensions to the methodologies of educational evaluation, and simultaneously help others to interpret the implications of KEEP's work for improving the education of children from ethnically diverse low income populations in other parts of the United States.

IN CONCLUSION

As we said at the beginning of this report, to learn about the Kamehameha Early Education Program is to learn as much about its unwillingness to settle for low achievement and about the spirit of inquiry that animates its work as it is to learn about specific program components. The lessons of KEEP are the lessons of that spirit of inquiry, of the multi-disciplinary collaboration among psychologists, anthropologists and teachers; and of the long-term sustained character of their work.

We did not ask for figures on the costs of the KEEP program, but we did learn that, having supported KEEP and its antecedent basic research for ten years, the Bishop Estate Trustees have agreed to continue support for another grant period. This support will make possible both work in the public schools and program development for the intermediate grades. Thus KEEP will be able to test an hypothesis about the long-term effects of an investment in the elementary school years.

Few organizations have had the resources or the priorities that the Bishop Estate has chosen to give to this major long-term effort. But the costs may not be considered too high if KEEP succeeds in creating school contexts in which previously failing children acquire both the basic skills and the inclination to continue in school, and if others can learn from KEEP's experience and get on with that same job elsewhere. The funders in Hawaii seem willing to continue support for as long as it may take to ensure success. That is surely an act of trust and imagination that is not, to our knowedge, generally found elsewhere.

STATE LEGISLATIVE SUPPORT

The Legislative Resolution on the following pages is in process with the Hawaii State Legislature. Prospects of passing are excellent. As of March 15, 1984, this resolution was reported out of committee.

(To be made into and marked copies)

THE SENATE
Twelfth LEGISLATURE, 1984
STATE OF HAWAII

S.C.R. NO. 44

SENATE CONCURRENT RESOLUTION

SUPPORTING THE FINDINGS AND RECOMMENDATIONS OF THE UNITED STATES SENATE COMMITTEE ON APPROPRIATIONS, SUBCOMMITTEES ON LABOR, HEALTH AND HUMAN SERVICES, EDUCATION, AND RELATED AGENCIES, NATIVE HAWAIIAN EDUCATIONAL ASSESSMENT PROJECT

WHEREAS, the Native Hawaiian Educational Assessment Project was created at the request of the U.S. Senate Committee on Appropriations in an effort to identify areas of need where federal support could be appropriately and effectively targeted to meet the unique educational needs of children of Hawaiian Ancestry; and

WHEREAS, the Native Hawaiian Educational Assessment Project was designed on the premise that education, beginning particularly with the very young, is the best and most important means for changing and improving an individual's economic and social self-sufficiency; and

WHEREAS, the project was completed in March of 1983 and resulted in the circulation of a study entitled, The Native Hawaiian Educational Assessment Project (NHEAP) Final Report; and

WHEREAS, the Native Hawaiian Educational Assessment Project has found through the comprehensive survey of testimony, data, and social science analyses that Native Hawaiians are a group at risk, virtually from birth and that:

(1) Hawaiian students score below parity with national norms on standardized achievement tests; and

(2) Hawaiians are disproportionately represented in many negative social and physical statistics, indicative of special educational needs; and

(3) Hawaiian students have educational needs related to their unique culture; and

WHEREAS, the results of the Native Hawaiian Educational Assessment Project has confirmed the need to target federal funding for special educational programs for Native Hawaiian Children; and

WHEREAS, Congress in the past, has responded to the special needs of Native Americans by enacting various laws such as the Job Training Partnership Act, the Native American Religous Freedom Act, and the Community Services Act; and

WHERLAS, numerous other federal programs such as the Education for the Handicapped Act; Administration for Children, Youth, and Families; National Institute for Education; Indian Education Act; Vocational Education Act; Adult Education Act; and Higher Education Act; have the potential for making possible special programs and resources that could be targeted to address the educational needs of Native Hawaiians; and

NOW, THEREFORE, BE IT RESOLVED by the Senate of the Twelfth Legislature of the State of Hawaii, Regular Session of 1984, the House of Representatives concurring, that this body does hereby:

(a) urge Congress to amend the Indian Education Act, as well as other federal Native American and education laws to include Native Hawaiians; and

(b) encourage the appropriate state and federal agencies to utilize the WHEAP Study for the purpose of developing a more effective educational program for Native Hawaiians; and

(c) convey its support for the findings and recommendations of the Native Hawaiian Educational Assessment Project; and

BE IT FURTHER RESOLVED that Hawaii's Congressional delegation is urged to continue its supportive action in this area; and

BE IT FURTHER RESOLVED that certified copies of this Resolution be transmitted to Hawaii's congressional delegation, the Board of Education of the State of Hawaii, the Board of Regents of the University of Hawaii, the Board of Trustees of the Office of Hawaiian Affairs, and the Board of Trustees of the Kamehameha Schools/Bishop Estate.

OFFERED BY:

RATIONALE FOR FEDERAL SUPPORT

University of Hawaii at Manoa

Department of History
Sakamaki Hall A305 • 2530 Dole Street
Honolulu, Hawaii 96822

March 6, 1984

TO: Senator Mark Andrews, Chairman
Senate Select Committee on Indian Affairs

FROM: Dr. Pauline Nawahineokala'i King
Associate Professor of History

RE: Native Hawaiian Education Assessment Project

I am Pauline Nawahineokala'i King, an associate professor of history at the University of Hawaii at Manoa.

I wish to testify on Native Hawaiian education needs and the necessity for federal legislation in regard to the subject.

I believe that Hawaiians as an aboriginal people of the United States recognized in Title VIII of P. L. 93-644 as Native Americans, are eligible for special legislation enacted by Congress to address the particular needs of Native Hawaiians.

There is historic precedent for the consideration by the United States of a special responsibility for the Hawaiian people. Treaty relations and federal legislation exist which establish the link between the United States government and the Hawaiian people. But the special relationship is also based on tradition. The bond between the United States and the Hawaiian People has been a close and meaningful one. We have been more closely associated with the United States than with any other world power since our contact with the western world in 1778.

The contact between Americans and Hawaiian started in the 1790s when American entrepreneurs either passed through Hawaii in pursuit of Pacific trade or began to reside in Hawaii to engage in commercial activities. By 1820 American Protestant missionaries had arrived and began to influence the native kings, chiefs, and people in every aspect of their social, political, and economic life. Educational institutions and principles, cultural values and mores, Christian theology and churches, and the like, were part of that extraordinary influence.

This association was confirmed in 1842 when President Tyler and his Secretary of State, Daniel Webster, recognized the Hawaiian Kingdom as an independent nation and a sovereign entity. The United States was the first

Pacific power to do so. Secretary Webster informed Hawaii's diplomatic representatives, Timothy Ha'alilio and William Richards that

> The United States have regarded the existing authorities in the Sandwich Islands as a Government suited to the condition of the people, and resting on their own choice; and the President is of the opinion that the interests of all the commercial nations require that the Government should not be interfered with by foreign powers. Of the vessels which visit the islands, it is known that a great majority belong to the United States. The United States, therefore, are more interested in the fate of the islands, and of their Government, than any other nation can be; and this consideration induces the President to be quite willing to declare, as the sense of the Government of the United States, that the Government of the Sandwich Islands ought to be respected, that no power ought either to take possession of the islands as a conquest, or for the purpose of colonization, and that no power ought to seek for any undue control over the existing Government, or any exclusive privileges or preferences in matter of commerce.
>
> (Ref: Webster to Ha'alilio and Richards, Dec. 19, 1842, original in Archives of Hawaii; printed in Sen. Ex. Docs., 52 Cong., 2 Sess., No. 77, pp. 40-41.)

President Tyler in a message to Congress in December of 1842 reiterated this special concern for the Hawaiian Kingdom and its people:

> Considering, therefore, that the United States possesses so very large a share of the intercourse with those islands, it is deemed not unfit to make the declaration that the Government seeks ... no peculiar advantages, no exclusive control over the Hawaiian Government, but is content with its independent existence, and anxiously wishes for its security and propserity.
>
> (Ref., Sen. Ex. Docs., 52 Cong., 2 Sess., No. 77, pp. 35-37)

Congress has also recognized the American special interest in the fate of the islands. In 1894 in two resolutions, the Turpie and the McCreary, Congress reiterated the policy statement of Tyler. In them the point was made that while the Hawaiian Kingdom was an independent nation, its status was always of special interest to the United States.

Treaty relations began with a formal diplomatic treaty of commerce, friendship and navigation negotiated and signed in 1849. It was a fully negotiated instrument between two sovereign entities. Article I of the treaty reads "There shall be perpetual peace and amity between the United States and the King of the Hawaiian Islands, His Heirs and His successors." Article XVI reads in part "Any citizen or subject of either party infringing the articles of this treaty shall be held responsible for the same, and the harmony and good correspondence between the two governments shall not be interrupted

thereby, each party engaging in no way to protect the offender or sanction such violation."

Thus, the Kingdom of Hawaii was recognized as having sovereign powers over all our lands, interior waters, and coastal waters of the Hawaiian Islands and of the archipelago as a whole, and the integrity of the nation was assured.

In 1876, the United States made a special treaty or convention of reciprocity with the Hawaiian Kingdom. It was argued in Congress at the time that the historical precedent for such a special treaty had been set by Americans and American interests in Hawaii in the missionary activities and the commercial and industrial endeavors of American businessmen and whalers. It was also argued that the United States Government had long had a protective attitude toward the government of the Hawaiian Kingdom.

(Ref., Cong. Rec., IV, 3348, 4261, 4265-4266, 5118, 5431, 5461-5463, 5485-5491, 5533-5535, 5563-5572.)

On its part the Hawaiian Government expressed its good faith by agreeing to enter into a special relationship with the United States so long as the treaty was in force. In Article IV a provision read:

> It is agreed, on the part of His Hawaiian Majesty, that, so long as this treaty shall remain in force, he will not lease or otherwise dispose of, or create any lien upon any port, harbor, or other territory in his dominions, or grant any special privileges or rights of use therein, to any other power, state or government, nor make any treaty by which any other nation shall obtain the same privileges relative to the admission of any articles free of duty, hereby secured to the United States.

In 1887, the Reciprocity Treaty was renewed for seven years and the Hawaiian Government gave greater assurance of its good faith by providing in Article II that the Hawaii King "grants the Government of the United States the exclusive right to enter the harbor of Pearl River...to establish and maintain there a coaling and repair station for the vessels of the United States...."

Despite the provisions to secure an advantage to the United States in Hawaiian affairs, the United States in effect abrogated the Reciprocity Treaty when the McKinley tariff placed sugar on the free list in 1890. Thus Hawaii had agreed to a reciprocal arrangement and American law had made it meaningless.

During this time when Hawaiian sovereignty was vested in a Hawaiian monarchy, then, diplomatic relations with the United States were in constant operation. In other words, sovereignty was exercised, continuous and recognized.

In a revolution in 1893, United States marines and sailors came ashore in

Honolulu and assisted a small group of businessmen in ending our monarchy. The presence of these U.S. troops was instrumental in making a revolution a success.

In 1898, the United States annexed the Republic of Hawaii. The agreement was made for Hawaiians by the leaders of the government who were the revolutionists of 1893. Thus external sovereignty was passed from the government of Hawaii to the United States. It was done without the consent of the Hawaiian people and that sovereignty of the Hawaiians as a people has never been extinguished.

Federal legislation has established the precedent that we are a sovereign people in a trust relationship with the federal government. I refer to the Hawaiian Homes Commission Act of 1920 which established the lease land for persons of fifty percent or more Hawaiian blood. At the time of its passage, the Solicitor for the Department of the Interior rendered an opinion upholding Congress' power to enact legislation for the benefit of Native Hawaiians under Congress' power to legislate for the benefit of Indians. The similarity between Hawaiians on Hawaiian Homes lands and Indians on public lands was emphasized in the opinion of the solicitor of the Department of the Interior in hearings before a U. S. House of Representatives Committee on Territories. (U. S. Congress, House of Representatives, Proposed Amendments to the Organic Act of the Territory of Hawaii, 66 Congress, 2 Session.)

Tradition, treaties, federal legislation - all indicate that the federal government should concern itself with the problems and programs of Native Hawaiian education.

PWK:gae

PUBLIC SCHOOL SUPPORT

Draft #5
March 16, 1984

**STATEMENT OF UNDERSTANDING BETWEEN
THE DEPARTMENT OF EDUCATION, STATE OF HAWAII AND
THE KAMEHAMEHA SCHOOLS/BERNICE PAUAHI BISHOP ESTATE**

The purpose of this statement is to reaffirm the cooperative and beneficial working relationship between the Department of Education and The Kamehameha Schools/Bernice Pauahi Bishop Estate. This relationship is intended to enhance mutual efforts to assist a greater number of Hawaiian students to receive the benefits of education.

The Board of Education's Goal of Public Education:

> The Goal. The State of Hawaii shall provide a public school system and a public library system with scope and programs from pre-school to high school for children, youth, and adults. Such programs shall be simultaneously intellectual, aesthetic, and practical, with instructional practices which insure the learner the acquisition of knowledge relevant to living in the present, and the arts and skills of knowledge-making for speculating about living in the future. All programs derive from a curriculum which must include the areas of knowledge of English, the Sciences, Mathematics, the Social Sciences, the Humanities and the Practical Arts, and all other support services necessary for implementation.[1]

The Kamehameha Schools/Bernice Pauahi Bishop Estate is a private, non-profit, accredited educational institution whose primary mission is: ". . .to assist the beneficiaries, giving preference to children and youth of Hawaiian ancestry, in their efforts to develop their highest potential as effective participants in society by offering as many meaningful educational opportunities as resources will permit."[2]

Striving for excellence in education in Hawai'i is a goal shared by the Department of Education and The Kamehameha Schools/Bernice Pauahi Bishop Estate.

Both agencies have a long history of providing educational services in Hawai'i; the Department of Education since 1841 and The Kamehameha Schools/Bernice Pauahi Bishop Estate since 1887.

Both agencies are mandated by law to provide educational services in Hawai'i in perpetuity.

While The Kamehameha Schools/Bernice Pauahi Bishop Estate's primary beneficiaries are part-Hawaiian, addressing their educational needs in the public schools should benefit all children of Hawai'i.

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1 Policy 2000 "Philosophy of Education, Hawaii's Public Schools" Rev. 1970;

2 The Kamehameha Schools/Bernice Pauahi Bishop Estate Mission Statement, Revised 1980.

The Kamehameha Schools/Bernice Pauahi Bishop Estate desires to learn from, build upon, and assist public school programs, not to compete with the Department of Education's efforts or to replace them.

In a spirit of cooperation and mutual respect, the Department of Education and The Kamehameha Schools/Bernice Pauahi Bishop Estate agree in principle to the following:

- Programs initiated by The Kamehameha Schools/Bernice P. Bishop Estate which will affect the public schools will be developed in cooperation with the Department of Education.

- The Department of Education and The Kamehameha Schools/ Bernice Pauahi Bishop Estate seek to improve inter-agency communication at all levels; to facilitate comprehensive planning; to conduct mutually beneficial direct action and research programs; and to continue to cooperatively investigate options which may provide specific educational benefits for Hawaiian students as well as students of other ethnic backgrounds.

- At their mutual convenience and discretion, the Department of Education and The Kamehameha Schools/Bernice Pauahi Bishop Estate may exchange any information which is available or can be acquired on the educational and demographic conditions of the Hawaiian/part-Hawaiian school-age population, keeping in mind the welfare of all students and their right to privacy.

- To ensure that continued coordination and cooperation occur to benefit Hawaiian students in the public schools, the Board of Education and the Trustees of The Kamehameha Schools/ Bernice Pauahi Bishop Estate will meet annually to discuss areas of mutual interest and concern.

- The Superintendent of the Department of Education and the President of The Kamehameha Schools or their designees will meet twice a year to discuss concerns and evolving issues.

- Quarterly follow-up meetings at the program-planner level will be held to address specific areas of mutual concern such as budgeting, support services, curriculum evaluation and other items which will require subsequent coordination and continuity of efforts.

- With the approval of the Board of Education and Trustees of The Kamehameha Schools/Bernice Pauahi Bishop Estate, additional statements of understanding/agreement may be established between both agencies to include more detailed provisions that will address the needs of specific programs.

The signatures of the members of the Board of Education and the Trustees of The Kamehameha Schools/Bernice Pauahi Bishop Estate acknowledge and confirm their desire to re-affirm cooperative working relationships as expressed through this statement of understanding.

OTHER INFORMATION

INFORMATION ON:

POST SECONDARY EDUCATION NEEDS OF

NATIVE HAWAIIANS

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CHART V UNEMPLOYMENT LEVELS BY EDUCATIONAL LEVEL OF THOSE SIXTEEN YEARS AND OVER AMONG NATIVE HAWAIIANS AND OTHERS.

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TABLE 2 IMPORTANCE OF EDUCATIONAL CONCERNS AMONG LEADERS AND GENERAL POPULATION OF NATIVE HAWAIIAN BACKGROUND, 1981.

Materials and background data prepared by Kiyoshi Ikeda, Co-Convener of University of Hawai'i Task Force on Underrepresentation of Native Hawaiian Students and the Hawaiian Studies Program at the University of Hawai'i at Mānoa, and KSBE/Extension Education Division Na Ho'okama a Pau'ahi Scholarship and Counseling Program. Detailed technical materials available upon request.

HIGHLIGHTS OF FINDINGS IN CHART I

1. THE NATIVE HAWAIIAN POPULATION IS BOTH A BROWING NUMBER AND GROWING PROPORTION OF THE CIVILIAN POPULATION IN THE STATE OF HAWAII.

   THE COMPARISON OF THE NUMBERS, BOTH IN TOTAL AND IN AGE-LEVEL BREAKDOWNS SUGGEST INCREASE THROUGH BIRTHS.

   THE RESULT IS THAT AN INCREASING NUMBER AND PROPORTION OF THE YOUNG PEOPLE IN HAWAII IS OF NATIVE HAWAIIAN BACKGROUND.

HIGHLIGHTS OF FINDINGS IN CHART II

2. ABOUT ONE HALF OF THE NATIVE HAWAIIAN POPULATION IS MADE UP OF YOUTHS AND CHILDREN EIGHTEEN YEARS OF AGE AND YOUNGER.

HIGHLIGTHS O FINDINGS IN CHART III

3. OF THE NATIVE HAWAIIANS WHO WENT TO COLLEGE (THOSE 25 YEARS AND ABOVE),
   a. FEWER ATTEND COLLEGE IN COMPARISON WITH OTHERS (CAUCASIAN, CHINESE, JAPANESE)
   b. FEWER COMPLETE COLLEGE STUDIES (COMPLETING THE BACHELOR'S DEGREE).

HIGHLIGHTS OF FINDINGS IN CHART IV

4. OF THOSE IN THE COLLEGE-BOUND AGE GROUP (AGES TWENTY AND TWENTY-ONE),
   a. NATIVE HAWAIIANS ATTEND COLLEGE STUDIES AT LESS THAN ONE-HALF THE RATE OF OTHERS (CAUCASIAN, CHINESE, JAPANESE).
   b. THERE IS A DROP IN COLLEGE STUDIES FROM AGE TWENTY TO TWENTY-ONE AMONG NATIVE HAWAIIANS, COMPARED TO AN INCREASE IN RETENTION AMONG OTHERS (CAUCASIAN, CHINESE, JAPANESE).
   c. FROM CHART III AND IV, RETENTION AND COMPLETION OF BACHELOR DEGREE STUDIES REMAINS A BASIC CHALLENGE IN ACADEMIC DEVELOPMENT AND SUPPORT AMONG NATIVE HAWAIIANS.

HIGHLIGHTS OF FINDINGS IN CHART V

5. ATTENDING COLLEGE SIGNIFICANTLY REDUCES CHANCES OF BEING UNEMPLOYED IN THE LABOR FORCE.
   a. CHANCES FOR BECOMING UNEMPLOYED AMONG THOSE WHO COMPLETE LESS THAN COLLEGE EDUCATION IS GREATER AMONG NATIVE HAWAIIANS THAN AMONG THOSE IN THE GENERAL POPULATION.
   B. UNEMPLOYMENT LEVELS EVEN OUT AS POST-SECONDARY STUDIES IS PURSUED AND/OR COMPLETED.

HIGHLIGHTS IN FINDINGS FROM TABLE 1.

6. NATIVE HAWAIIANS ARE AT MUCH HIGHER RISK IN BEING UNABLE TO KEEP PACE WITH INFLATIONARY RISES IN THE COST OF LIVING DUE TO THEIR LOWERED EDUCATIONAL ATTAINMENT AND RELATED UNEMPLOYMENT AND JOB INSECURITY. (CHARTS III, IV, AND V PROVIDE DETAIL ON LOWERED EDUCATIONAL ATTAINMENT AND UNREPORTED DATA ARE AVAILABLE WHICH DESCRIBE THE LOWER-PAYMENT JOBS INTO WHICH NATIVE HAWAIIANS ARE LOCKED IN DISPROPORTIONATE NUMBERS.)

HIGHLIGHTS FROM TABLE 2.

7. NATIVE HAWAIIANS, OF EVERY AGE GROUP AND SOCIAL STATUS ARE UNITED IN PRESSING FORWARD ON IMPROVING THE EDUCATIONAL ATTAINMENT OF THEMSELVES AND THEIR CHILDREN. WHETHER IT IS MATTERS OF FINANCIAL AID OR ACADEMIC SUPPORT SERVICES, THEY KNOW THAT TO SAVE THEIR CHILDREN AND THEMSELVES, SUCH PROGRAMS ARE ESSENTIAL FOR THEIR FUTURE WELL-BEING.

IMPLICATIONS FROM THE MATERIALS PRESENTED

1. THE DISPROPORTIONATE ABSENCE OF COLLEGE-BOUND AND POST-SECONDARY BOUND CHILDREN AND ADULTS WITHIN THE NATIVE HAWAIIAN COMMUNITY MUST BE REMEDIED, IF DEPENDENCY AND INSECURITY IS TO BE LOWERED SIGNIFICANTLY.
2. BY PROVIDING THOSE MEANS AND TOOLS FOR ACADEMIC ATTAINMENT AND SUCCESS INTO POST-SECONDARY EDUCATION AND COLLEGE STUDIES, THE NATIVE HAWAIIAN POPULATION HAS EVERY CHANCE OF SUCCEEDING IN BREAKING OUT OF THE PRESENT TRAPS.
3. FEDERAL SUPPORT IN FINANCIAL AID AND ACADEMIC SUPPORT SERVICES AT THE POST-SECONDARY AND COLLEGE LEVELS IS ESSENTIAL IN AIDING THE FAMILIES AND THE COMMUNITY TO ATTAIN ITS CHERISHED GOALS.
4. GIVEN THE FACT THAT A LARGE MAJORITY OF NATIVE HAWAIIAN FAMILIES ARE IMPOVERISHED AND BURDENED, THEIR WISH AND DRIVE FOR THE BEST IN POST-SECONDARY EDUCATION CAN ONLY BE MADE POSSIBLE BY STRUCTURED AND EFFECTIVE FINANCIAL AID AND ACADEMIC SUPPORT SERVICES. AS IT NOW, EVEN AT A RELATIVELY LOWER TUITION INSTITUTION SUCH AS THE UNIVERSITY OF HAWAII AT MANOA, THERE IS HIGH SELECTIVITY IN DRAWING FROM THE MORE AFFLUENT FAMILIES OF NATIVE HAWAIIAN BACKGROUND TO THE ABSENCE OR EXCLUSION OF TALENT FROM LESS ADVANTAGED HOUSEHOLDS. WITH THE PLANNED TUITION RISES, THAT ABSENCE OR EXCLUSION WILL BE ALL THE MORE LIKELY.

THE KINDS OF FINANCIAL AID APPROACHES AND ACADEMIC SUPPORT PROGRAMS PROVIDED UNDER FEDERAL LEGISLATION IS CRITICAL IN MEETING THE CHALLENGE OF: INCREASING THE NUMBER OF HAWAIIANS IN POST-SECONDARY EDUCATION; AND SUCCESSFUL COMPLETION OF THE POST HIGH EDUCATIONAL GOALS AND OBJECTIVE.

CHART 1

PERCENTAGE AND NUMBER OF NATIVE HAWAIIANS IN THE STATE OF HAWAII CIVILIAN POPULATION - 1970 AND 1980 HEALTH SURVEILLANCE SAMPLES

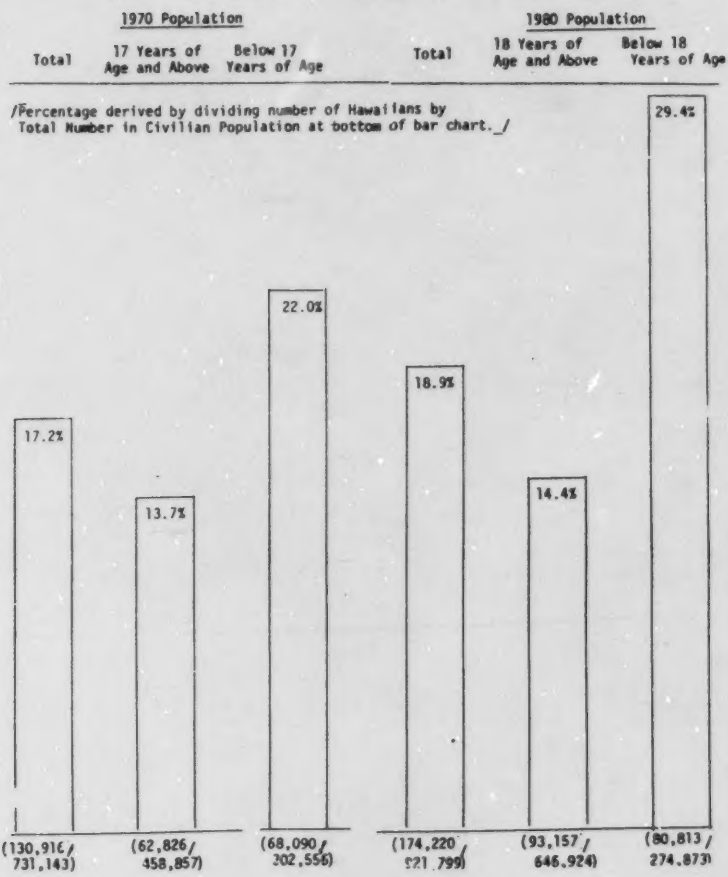

CHART II

PERCENTAGE OF THE TOTAL NATIVE HAWAIIAN POPULATION IN THE STATE OF HAWAII WHO ARE 18/19 YEARS OF AGE AND BELOW (1973-78 Average and 1980 Health Surveillance Sample Estimates)

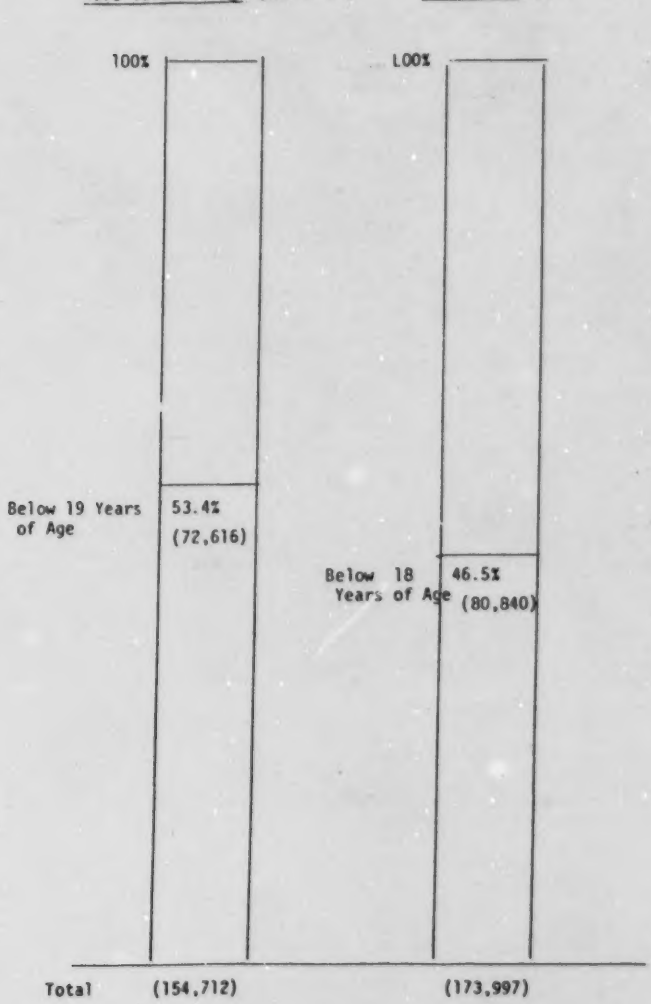

CHART III

RATE OF COMPLETION OF BACHELOR DEGREE STUDIES OF THOSE WHO WENT TO COLLEGE AMONG NATIVE HAWAIIANS AND OTHERS (Caucasian, Chinese, Japanese) - PERSONS TWENTY-FIVE YEARS OF AGE AND ABOVE (1975 OEO SPECIAL SAMPLE)

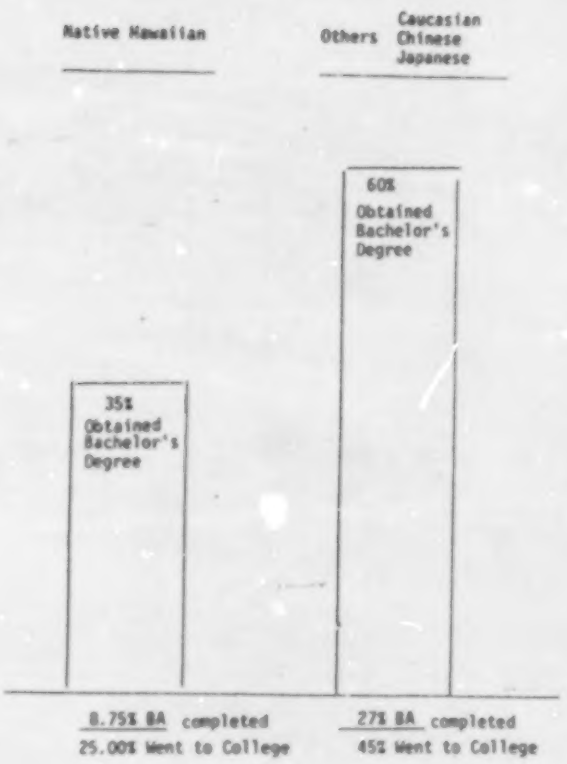

CHART IV

COLLEGE-BOUND RATES OF PERSONS TWENTY AND TWENTY-ONE YEARS OF AGE AMONG NATIVE HAWAIIANS AND OTHERS (CAUCASIAN, CHINESE, JAPANESE) IN 1975 (1975 STATE OF HAWAII OEO SPECIAL SAMPLE)

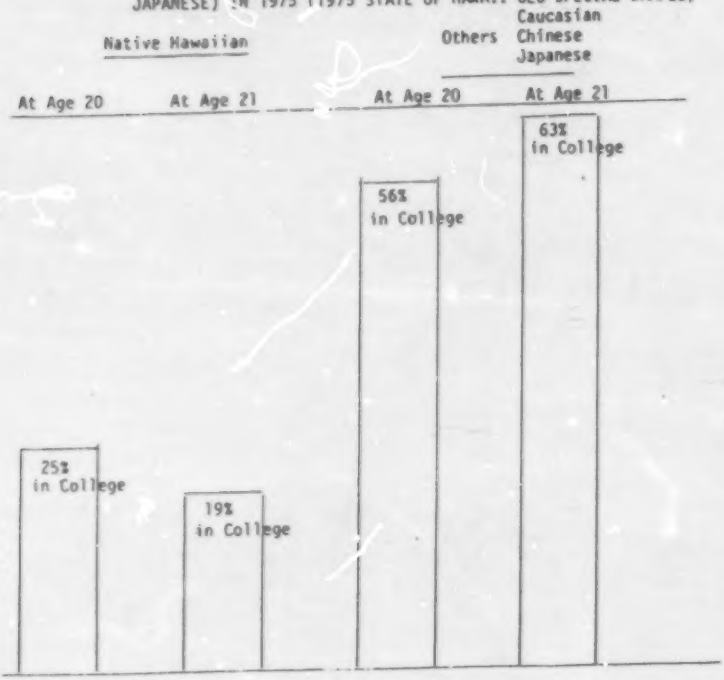

CHART V

UNEMPLOYMENT LEVELS BY EDUCATIONAL LEVEL AMONG MEN AND WOMEN - NATIVE HAWAIIAN AND GENERAL POPULATION DIFFERENCES (1975 STATE OF HAWAII OEO SPECIAL SAMPLE)(Persons 16 Years of Age and Over)

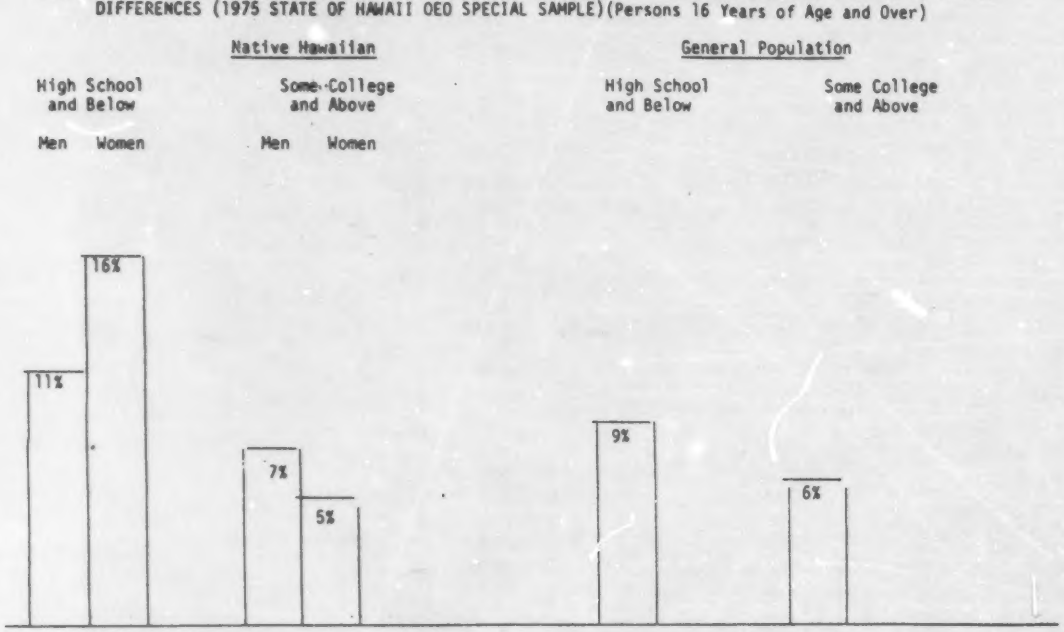

TABLE I CHANGE IN MEDIAN CIVILIAN FAMILY INCOME BY ETHNIC GROUP IN THE STATE OF HAWAII 1973-1977 - Health Surveillance Sample*

Ethnicity	Year*** 1973	1977	Percent Change	Unemployment Level-1975**
Hawaiian				
Pure Hawaiian	$9,412	$9,278	- 1.4%	11.7%
Part Hawaiian	$10,840	$13,615	+ 25.6%	
Non-Hawaiian				
Filipino	$9,634	$12,683	+ 31.6%	6.6%
Japanese	$14,344	$19,431	+ 35.5%	4.1%
Caucasian	$14,097	$19,005	+ 34.8%	9.5%
Chinese	$15,218	$21,183	+ 39.2%	n.a.

* From POPULATION REPORT NUMBER 5(1976) and NUMBER 11(1979) of the State of Hawaii Department of Health.

** From Robert D. Retherford, "Migration and Unemployment in Hawaii," Papers of the East-West Population Institute, No. 79, January, 1982, Table 1, p. 4.

*** Unemployment rates for the civilian labor force between 1970 and 1980 in Hawaii ranged from 4.9% in 1970; 6.9% in 1971; 7.7% in 1972; 7.2% in 1973; 7.9% in 1974; 8.3% in 1975; 9.8% in 1976; 7.4% in 1977; 7.8% in 1978; 5.3% in 1979; and 5.0% in 1980. From Table 243, p. 256, HAWAII DATA BOOK, 1981.

TABLE 2

EDUCATIONAL (POST-SECONDARY SCHOOLING) CONCERNS OF LEADERS AND GENERAL POPULATION OF NATIVE HAWAIIAN BACKGROUND (1981 Kamehameha Schools Needs Survey)

Item of Concern (Agree to Importance)	Community Leaders	Potential Client Groups *
1. High Importance of Increasing Educational Achievement	97%	95%
2. Interest in Financial Aid for College/ Vocational Training	79%	89%
3. Interest in Counseling for College/ Vocational Training	78%	85%
4. High Importance of Preventing School Problems for Children	94%	88%

* Potential Client Groups are made up of
1. Households without Children (Childless, Young)
2. Households with Pre-School Children
3. Households with School-Age Children under 12 of Age
4. Older Households (35 years and above without Children Below 19 Years of Age

Senator INOUYE. Our next witness is the distinguished Congressman from the State of Hawaii, Hon. Daniel Akaka.

Congressman Akaka, welcome, sir.

STATEMENT OF HON. DANIEL K. AKAKA, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF HAWAII

Mr. AKAKA. Thank you very much, Senator Inouye.

I am very pleased to be here before your committee. As a native Hawaiian, I appreciate the opportunity to testify. I want to thank you for the concern you have shown for the educational needs of the Native Hawaiians and the enormous efforts you have made on their behalf in the past.

Today you will hear testimony from a number of witnesses who will describe the well-documented pattern of poor educational achievement among Native Hawaiian children. The picture they will paint is of a Native Hawaiian student population that consistently falls below national norms when measured by every standard of academic achievement.

I have been an educator and administrator in the Hawaii school system and can attest to the facts that will be presented today. Mr. Chairman, the evidence is indeed very convincing. Studies demonstrate that Native Hawaiians have a much higher incidence of failure, underachievement, truancy, and gross absenteeism throughout their school career. The dropout rate for Native Hawaiian youth is far higher than it is for non-Hawaiians. If they continue in school, they are far less likely to enroll in a school of higher education or attain a degree.

These problems during childhood continue throughout adolescence and become magnified by adulthood. Native Hawaiians are far more likely to be unemployed, and if they do have jobs, they are more likely to be jobs of low status and pay.

Social conditions result in a higher incidence of disease than among other populations. Among women prenatal care is poor, and the incidence of illegitimate births and teenage pregnancy is higher than in the surrounding population.

The incidence of child abuse and neglect is greater than normal for Native Hawaiians. Juvenile delinquency and crime are a serious problem. The incidence of alcoholism and drug abuse is high. The average life expectancy for Native Hawaiian youth is 67, whereas life expectancy for the surrounding population is 73 years.

Mr. Chairman, there is a distinct and undeniable relationship between these socioeconomic conditions and the educational experiences of the Native Hawaiian population. Unfortunately, many of the traditional education programs cannot meet the needs of the native Hawaiian student. These programs were not designed to address the special educational needs of Native Hawaiians. The evidence indicates that there is a compelling need to provide special assistance to relieve the educational problems encountered by Native Hawaiians.

Mr. Chairman, I have given you these indications of the problems that Native Hawaiians have and their dire needs for the kind of educational program that will help the future of the Hawaiians.

Thank you very much, Mr. Chairman.

Senator INOUYE. Thank you very much, Congressman Akaka.

Your concern for the problems of Native Hawaiians is legendary and well known in Hawaii. We welcome your contribution to these hearings.

I have just one question. What is your definition of native Hawaiian?

Mr. AKAKA. I have adopted the generally recognized meaning of Native Hawaiian. Where necessary, I believe in having the definition substantiated by the Hawaiian community.

Senator INOUYE. In other words, if one can trace his ancestry back to the days of Captain Cook, that would suffice?

Mr. AKAKA. That is right. I say substantiated by the community, because there is a possibility that a person who is claiming to be a native Hawaiian may be challenged. If so, I feel that his or her status should be substantiated by the Hawaiian community.

Senator INOUYE. I thank you very much, sir. I appreciate it.

Mr. AKAKA. Thank you very much, Mr. Chairman.

Senator INOUYE. Our next witness is a candidate for a doctoral degree from Harvard, Mr. Jim Scott.

Welcome to the committee.

STATEMENT OF JAMES KAPAIALII SCOTT, DOCTORAL CANDIDATE, HARVARD UNIVERSITY GRADUATE SCHOOL OF EDUCATION

Mr. SCOTT. Thank you. I am pleased to be here.

My name is Jim Scott, and I would like to take a few minutes to describe my background and experience, and to discuss the need for Federal funding of scholarships for graduate and professional education for Native Hawaiians.

I was encouraged to come to the mainland for my college education; yet there was little doubt that I would eventually return to Hawaii to make a contribution to the Hawaiian community.

After graduating from Stanford in 1974 with a degree in political science, I spent a year working in the Stanford undergraduate admissions office, and then I spent the last 8 years in an independent school in California teaching, coaching, and counseling with students about their college and career choices. In my last 3 years at the school, I was the assistant headmaster and the academic dean.

A year ago, however, I decided to leave the school, not because I wanted to leave education but because I wanted to broaden and refine my skills so that I could make a broader, more meaningful contribution to it.

I had spent 9 years at the interface between the high school and the university helping young people with the transition from one to the other. But I also wanted to expand that expertise to include the policymaking and management skills that would allow me to play a significant role in the education of Hawaii's youth, specifically, Native Hawaiian youth.

I am presently, as you mentioned, a doctoral student at Harvard University in a program in administration, planning, and social policy. As I examined the program last year, I was impressed with the quality of its content, but the real inducement for me to attend Harvard came from the university administrators, who encouraged me to apply for financial assistance through the Indian Fellowship Program under section 423, title IV, of the Indian Education Act.

The potential for financial assistance provided the final argument in favor of leaving a job, uprooting a family, loading our household goods into a moving van, and driving to Cambridge to spend 3 years working on a Ph.D.

However, shortly after we arrived in the Boston area in August, I received a letter from the Department of Education informing me that I was ineligible for financial assistance because proof of my Indian identity was inadequate. In a later telephone conversation with a program administrator, I was told that my problem was that I was Hawaiian and not an Indian.

It has been a rough year for us, not just because of the New England winter or the pace and workload of a rigorous academic program, but because of the financial strain caused by inadequate resources.

A federally guaranteed student loan has covered the first term's tuition, and two part-time jobs through the Federal college work study program have made a dent in the second term's tuition. However, my wife's income has not been enough to cover our living expenses, and we have depleted most of our personal savings to get us through the year.

In January, I began a search for sources of financial aid for next year, and when I wrote to you, Senator Inouye, inquiring about Federal funding for Native Hawaiian students, you informed me that the issue would be addressed today at these hearings.

My testimony, I hope, should not be misinterpreted as a self-serving plea for funding. If I do not receive any additional financial assistance for next year, I have the confidence that I will find a way to stay in that doctoral program. I can become a part-time student; I can find a full-time job; I can extend the timetable for completion of the degree and take out the maximum amount of loan available to me.

I know that I can fall back on job skills and previous academic preparation that will allow me to get through. But then again, I am not the typical Native Hawaiian whose needs are so eloquently described in the Native Hawaiian educational assessment project.

I am here to share my story to give you a glimpse of the financial hardships that face Native Hawaiians who aspire to advanced professional training. In a sense, my testimony is on behalf of those who are described in the Native Hawaiian educational assessment project; those who lack the financial resources or have the absence of high self-expectations that keep them from seeking advanced training and education.

Although I am convinced that Native Hawaiian leaders would benefit from programs such as the one offered at Harvard, I would be cautious in recommending the experience because of the attendant financial and personal hardships.

All Native Hawaiians should have access to educational opportunities regardless of their financial circumstances or special educational needs. But if Congress appropriates funding for those needs, then I think it should also support the advanced management training of those Hawaiians who will ultimately plan and implement those programs. In my opinion, congressional support of that education would be an intelligent long-term investment.

When I left college, I had several career options available to me, most of which were more financially rewarding than the field of education. But I have chosen—I have chosen—the field of education because of rewards that cannot be measured in strictly financial terms. I derive a tremendous satisfaction from making a difference in people's lives, as a teacher, as a counselor, as a coach, and I hope some day as the leader of a school or as a policymaker. I am in the human potential business, trying to create environments in which young people can realize their full potential.

As elected public leaders, you, too, are in the human potential business, and through your financial support of the unique educational needs of Native Hawaiians, you will be helping to make a difference in the lives of young people by raising their self-expectations and by creating the conditions in which they, too, can realize their full potential.

I hope that you will act favorably on the recommendations presented at these hearings today. I will be happy to respond to any questions you may have.

Senator INOUYE. Is it your feeling that if native Hawaiians were considered to be native Americans, the programs that are presently available would have been helpful to you in your studies?

Mr. SCOTT. Yes, sir.

Senator INOUYE. Well, I hope that, as a result of these hearings, they will come soon, when those who follow your footsteps may have a better break. I think that will come.

Thank you very much, sir.

Mr. SCOTT. Thank you.

Senator INOUYE. Our next witness is the director of Alu Like, an organization located in the State of Hawaii, Ms. Winona Rubin.

Welcome, Ms. Rubin.

STATEMENT OF WINONA E. RUBIN, CHIEF EXECUTIVE OFFICER, ALU LIKE, INC.

Ms. RUBIN. Good morning, Senator Inouye. Aloha.

Senator INOUYE. Aloha.

Ms. RUBIN. On behalf of Alu Like, Inc., and its 11,000 Native Hawaiian members, I wish to express our appreciation for the opportunity to testify before this committee and for the support you have provided Native Americans, particularly Native Hawaiians, over the years. Mahalo.

I am Winona Kealamapuana Ellis Rubin, chief executive officer of Alu Like, Inc., a statewide community-based private, nonprofit organization, which has a primary purpose of assisting the development of economic and social self-sufficiency for Native Hawaiians.

Alu Like was incorporated in 1975 as a result of meetings with representatives of Hawaiian organizations and community leaders. Since then, Alu Like has utilized the basic administration for native American resources to support Native Hawaiian projects in collaboration and/or cosponsorship with State and local county governments, the Hawaiian Service Institutions and Agencies, Hawaiian community organizations, private human service groups, foundations, the private sector, and individual contributors.

In my formal testimony, I have included a number of different things relative to our activities. I would like to include information relative to our needs assessment of 1976 and some of the research extracted, collected, and analyzed in existing data which we have regarding the Native Hawaiians. We have the most comprehensive information on Native Hawaiians in the State of Hawaii.

Senator INOUYE. Without objection, the data, as well as your entire written testimony, will be made part of the record at the conclusion of your oral presentation.

Ms. RUBIN. Thank you.

I would like to include a visual representation of some of the data that I will include in the testimony this morning.

For general information about Hawaiians, there are approximately 175,000 Hawaiians, or 19 percent of the population of the State of Hawaii. You will note that we are a minority among minority groups in the State, the third largest of the four large minority groups in the State of Hawaii.

The number of Hawaiians in the population on each of the seven major islands ranges from 15 percent on Lanai to 62 percent on Molokai, both of those islands in Maui County, and nearly 100 percent on the island of Niihau.

Senator INOUYE. In order to explain this to my members of the committee, can you explain what a Hawaiian is according to this chart? Are they full-blooded mixed?

Ms. RUBIN. They are both full-blooded and mixed Hawaiian, so that from our definition under the administration for Native Americans, a Native Hawaiian is one whose ancestors are native to the Hawaiian Islands as of 1778, and so no quantum is used here.

A portion of the figures depicted there are full-blooded Hawaiians, yes.

Senator INOUYE. Thank you.

Ms. RUBIN. Sixty-eight percent of the Hawaiians in the State live on Oahu. Approximately 44.6 percent of the Hawaiians are aged 19 and below, compared to 32.2 for the State population. So the median age for Hawaiians is 22.8 years, compared with 28.6 for the State.

Youth ages 15 to 19 comprise about 13 percent of the Hawaiian population, and of the 463,000 adults in the State, 14 percent, or 63,000, are Hawaiians.

Of the Hawaiian households, 39 percent have five or more persons, and 35 percent do not have incomes sufficient for their family size. Of the Hawaiian families, 15.1 percent are living below poverty level compared to 7.8 percent of total families in the State.

Of those in poverty in the State, more than 40 percent are Hawaiian. Of the poverty-level families, 13 percent are households with a female head.

Per capita annual income for Hawaiians is $5,328 compared with $7,740 for the State. Of the total clients receiving welfare assistance, 24 percent are Hawaiian. Of the adult inmates in Hawaii's correctional institution, 46 percent are Hawaiian, and this figure is questioned as being deceivingly low.

In the area of education, of the 162,000 public school students in the State, 34,000, or 21 percent, are Hawaiian. Of the 8,000 public school teachers, only 6 percent are Hawaiian. Of the 5,000 Hawaiian

students in those intermediate and high schools with 40 percent Native Hawaiian enrollments which were studied earlier by Alu Like, 33 percent were absent 20 days or more in a year; in fact, the average was closer to 44 days.

Of the 34,000 Hawaiian students in public schools, approximately 12,900, or 35 to 38 percent, are in stanines one to three. That is equal to 1 to 22 percentile for the Stanford achievement test reading scores. This is compared to 24 percent for the State and the national level.

Of approximately 72,000 Hawaiians aged 25 and older, 32 percent have not finished high school. Only 8 percent of Hawaiians over 25 years of age have completed 4 or more years of college. Of the college students in the State, Hawaiians comprise 11 percent of the community college enrollment, 4 percent at the University of Hawaii at Manoa.

Of learning disabled youth in the public schools, 1,236, or 76.5 percent, are Hawaiian.

In 1980, of the 63,000 Hawaiian adult work force, approximately 10 percent were unemployed. You will note on the chart on the extreme left circle that that is the total adult population of the State, of which about 14 percent are Hawaiian adults; and of the 14 percent Hawaiian adults, then a portion of those are unemployed, and that is the 10 percent of the 63,000.

The size of the pie in each of those circles is certainly not equivalent to the percentage shown; it is just for purposes of visibility. Those represented segments would be much smaller compared to the whole.

The majority of the Hawaiian work force is employed in entry-level positions, while relatively few Hawaiians are in professional areas. Only 1,400 or 6.6 percent of the 20,600 minority owned businesses in Hawaii are owned by Hawaiians.

The lifespan of Hawaiians is nearly 7 years less than the total population in the State. Hawaiians have the highest incidence in the Nation for some forms of cancer. Hawaiians have the highest incidence of chronic heart trouble and diabetes in the State. Hawaiians rank second in the State in incidence of circulatory diseases, and I might interject at this point that those particular health concerns according to medical studies, are related to stress.

More than 8 percent of our elderly are not registered for medicare, and 2 percent are not covered by any health or medical insurance. Hawaiians account for 22.3 percent of alcohol and drug abusers. Only 3.6 percent received treatment.

Of the approximately 22,800 Hawaiian youth aged 15 to 19, 55 percent are male and 45 percent are female. Of these males, 33 percent of those looking for work who have not finished high school are unemployed. Of these females, 55 percent of those looking for work who have not finished high school are unemployed.

Of all Hawaiian children, 16 percent are living in households with female heads compared with 7 percent of all children in the State.

The youth suicide rate for male Hawaiian youth ages 15 to 24 is 31 percent.

Of youth in correctional institutions, 66 percent are Hawaiian. Of those surveyed in 1981 by the Office of Hawaiian Affairs, 85.7 percent had attendance and school alienation problems; 80.9 percent were drug users; 80.7 percent were incarcerated for theft, burglary, and robbery; 76.0 percent were battered children; 72.3 percent came from

homes where parents were unemployed; 72.3 percent came from divorced or single-parent homes.

Elderly Hawaiians aged 65 and older comprise approximately 3 percent of the total Hawaiian population. Of the total aged 65 and older population, Hawaiian elderly have the youngest median age of 67 compared to 74 years for the State.

This information is by no means comprehensive, and more details are included in the appendices, or available as needed from Alu Like.

At this point let me emphasize that the majority of Hawaiians are productive, contributing, proud members of the State of Hawaii and the Nation. However, as you can see from the date shared today, there are still significant needs to be addressed to prevent magnifying of the problems.

Substantial evidence links some of the negative social indicators to the lack of educational achievement. In an earlier Alu Like cost benefit study, it is shown that both welfare eligibility rates and criminal offender rates are negatively correlated with educational achievements among Native Hawaiians.

We are aware also, in studies of statistical reports, that as unemployment increases, so does the suicide rate. According to the director of Hawaii's State Department of Labor, for every 1 percent rise in the jobless rate, our national prison population increased by 4 percent.

We know from experience in Alu Like's statewide employment and training program the direct relationship between unemployment and lack of educational success, and that the key to the Hawaiian client's progress is culturally sensitive approaches.

We have a number of recommendations we would like to make based on our experience in administering a variety of programs and facilitating forums for exchange of information and community problem solving issues, and from our study and analysis of problems in the Hawaiian community.

We offer the following, and I have briefly abbreviated: We recommend that the definition of Native Hawaiian in 42 U.S.C., section 2991a, be used consistently in Federal legislation for Native Hawaiians.

We recommend that the Federal and State definitions for native Hawaiians——

Senator INOUYE. May I interrupt at that point?

Ms. RUBIN. Yes.

Senator INOUYE. You are also suggesting that that definition be applicable in the Hawaiian Homestead Act?

Ms. RUBIN. My notation here in my testimony is that a special exception for the Hawaiian Homes Commission Act may need to be considered.

Senator INOUYE. Thank you.

Ms. RUBIN. Second, we recommend that the Federal and State definition for Native Hawaiians be identical to that used in the aforementioned code for Native American programs, since there is some difficulty as to the use of different definitions and different means of keeping records at the State and Federal levels.

We commend the actions of this committee in ensuring that the Native Hawaiians and urban Indians continue to be addressed through

the existing administration for native Americans and the Division of Indian and Native American Programs.

There are Federal laws which provide general resources which may be used to address needs of Hawaiians, and there are some recommendations we would like to make relative to this because some, although intended to assist us in a general way as part of the population, do not.

We recommend inclusion of Native Hawaiians as defined in the Native American programs legislation in each of the acts that we described earlier in our testimony—the Indian Education Act, Vocational Education Act, and legislation addressing adult education, higher education, handicapped, health, elderly, children and youth, as well as economic development, housing, and urban development.

And, certainly, we strongly support amending existing legislation consistent with recommendations of the Kamehameha Schools/Bishop Estate relative to the educational needs of Hawaiians.

Alu Like is attempting to assist Native Hawaiians through enabling, providing a hand up, not a handout, and empowering—developing independence, rather than dependence, in a culturally sensitive context.

Federal, State, and county governments and private sector resources are needed and collaborative planning required to facilitate the Native Hawaiian community helping itself toward economic and social self-sufficiency.

Mahalo, Mr. Chairman.

Senator INOUYE. I thank you very much, Ms. Rubin.

The testimony is overwhelming; your statistics are tragic; and it is almost unbelievable. I realize that there are many factors contributing to the plight of the Native Hawaiian, but this morning we are primarily concerned with what education can do to improve the lot of the Hawaiians.

Ms. RUBIN. Yes.

Senator INOUYE. We have not mentioned the school system in Hawaii. Has the school system in Hawaii failed the Native Hawaiian?

Ms. RUBIN. If the statistics that we have shared of the young people within our school system being in stanines, one, two, and three—38 percent of them there—yes, our school system has failed them.

And yet we realize that there are some of our young people who are going through the public school system, who are going on to high school and post-high school education. Those individuals have been able to succeed in their educational experiences. A major portion, however, are not succeeding in the system.

Senator INOUYE. Do you consider the life prior to education to be a major contributing factor in the educational plight?

Ms. RUBIN. I do. The information that we have received through our experiences with people within the community indicate to us that culturally sensitive approaches, culturally based information, a sense of culture, history, language, provides for a better self-concept for young people.

And so, in turn, that is an important segment of how a youngster is able to get the major benefit and the most out of his educational experiences. That early life and the early opportunity and experiences are important.

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I think that not enough resources have been provided to date in order to assist parents and families who otherwise do not have the resources to enlarge and expand on the experiences of youngsters even before they enter the educational system, and certainly after they enter the educational system at the elementary levels.

Senator INOUYE. You have mentioned the words "culture," "history," "identity." I am certain these are all very important in improving the lot of the Hawaiian. What is our school system in Hawaii doing to further this?

Ms. RUBIN. In the 1978 Constitutional Convention for the State, the inclusion of Hawaiian culture and history in the educational curriculum for the schools was mandated. The Hawaiian culture is being provided in each of the schools. The manner in which it is being provided or the content of the Hawaiian culture is not pervasive throughout the entire school system, and not as yet, I think, satisfactory.

The resources of the State, as with all of the different States, probably, are taxed tremendously at this point in our lives, and so therefore, not enough of those resources are being provided for this area of the curriculum in the school system. They have cut back in these areas. They have not been able to expand the program as they see the needs, and so additional resources are necessary.

A combination of Federal, State, local, and private resources may be able to address the need better than it has been to date.

Senator INOUYE. Thank you very much. Your statistics, your testimony, and your analysis will be extremely helpful to the committee. Thank you.

Ms. RUBIN. Thank you.

[The prepared statement follows. Testimony resumes on p. 139.]

PREPARED

TESTIMONY OF

WINONA E. RUBIN

TO THE SENATE SELECT COMMITTEE ON INDIAN AFFAIRS

MARCH 21, 1984

CHAIRMAN ANDREWS, SENATOR INOUYE AND MEMBERS OF THE SENATE SELECT COMMITTEE ON INDIAN AFFAIRS, ALOHA! ON BEHALF OF ALU LIKE, INCORPORATED AND ITS 11,000 NATIVE HAWAIIAN MEMBERS, I WISH TO EXPRESS OUR APPRECIATION FOR THE OPPORTUNITY TO TESTIFY BEFORE THIS COMMITTEE AND FOR THE SUPPORT YOU HAVE PROVIDED NATIVE AMERICANS, PARTICULARLY NATIVE HAWAIIANS, OVER THE YEARS. MAHALO (THANK YOU).

I AM WINONA KEALAHAPUANA ELLIS RUBIN, CHIEF EXECUTIVE OFFICER OF ALU LIKE, INCORPORATED, A STATEWIDE COMMUNITY-BASED, PRIVATE NON-PROFIT ORGANIZATION WHICH HAS AS A PRIMARY PURPOSE THAT OF ASSISTING THE DEVELOPMENT OF ECONOMIC AND SOCIAL SELF-SUFFICIENCY FOR NATIVE HAWAIIANS.

ALU LIKE WAS INCORPORATED IN 1975 AS A RESULT OF MEETINGS WITH REPRESENTATIVES OF HAWAIIAN ORGANIZATIONS AND COMMUNITY LEADERS. SINCE THEN, ALU LIKE HAS UTILIZED THE BASIC ADMINISTRATION FOR NATIVE AMERICAN RESOURCES TO SUPPORT NATIVE HAWAIIAN PROJECTS IN COLLABORATION AND/OR CO-SPONSORSHIP WITH THE STATE AND LOCAL COUNTY GOVERNMENTS, HAWAIIAN SERVICES INSTITUTIONS AND AGENCIES (HSIA), HAWAIIAN COMMUNITY ORGANIZATIONS, PRIVATE HUMAN SERVICE GROUPS, FOUNDATIONS, THE PRIVATE SECTOR AND INDIVIDUAL CONTRIBUTORS.

WITH FUNDS PRIMARILY FROM THE ADMINISTRATION FOR NATIVE AMERICANS (OFFICE OF HUMAN DEVELOPMENT SERVICES, DEPARTMENT OF HEALTH & HUMAN SERVICES) AND THE DIVISION OF INDIAN AND NATIVE AMERICAN PROGRAMS (U.S. DEPARTMENT OF LABOR) ALU LIKE CURRENTLY OPERATES CENTERS ON THE FIVE MAJOR ISLANDS OF HAWAII, MAUI, MOLOKAI, KAUAI, AND OAHU. THROUGH THESE CENTERS ALU LIKE PROVIDES

INTAKE, REFERRAL AND FOLLOW UP ASSISTANCE, EMPLOYMENT AND TRAINING COUNSELING AND PLACEMENT, COMMUNITY LEADERSHIP DEVELOPMENT AND INFORMATION FORUMS, AND ECONOMIC DEVELOPMENT, JOB CREATION AND ENTREPRENEURIAL ASSISTANCE. ADDITIONAL RESOURCES FOR SPECIAL PROJECTS AND SERVICES FOR PUBLIC PURPOSES ARE PROVIDED BY FEDERAL, STATE, COUNTY GOVERNMENTS AND THE PRIVATE SECTOR. A BRIEF SUMMARY OF SOME OF ALU LIKE'S ACCOMPLISHMENTS TO DATE IS CONTAINED IN THE MARCH 15 TESTIMONY SUBMITTED TO THIS COMMITTEE BY ANN NATHANIEL, ALU LIKE CHAIRMAN OF THE BOARD.. WE WOULD BE PLEASED TO PROVIDE ADDITIONAL INFORMATION AS NEEDED.

AS YOU MAY BE AWARE, ALU LIKE CONDUCTED A NEEDS ASSESSMENT IN 1976. SINCE THEN, WE HAVE DONE RESEARCH, EXTRACTED, COLLECTED AND ANALYZED EXISTING DATA. WE HAVE THE MOST COMPREHENSIVE INFORMATION ON NATIVE HAWAIIANS IN THE STATE OF HAWAII. A BRIEF PROFILE OF NATIVE HAWAIIANS IN THE STATE AS DEVELOPED FROM ALU LIKE'S 1976 NEEDS ASSESSMENT IS IN APPENDIX B. IT IS ON THE COLLECTIVE INFORMATION AND OUR EXPERIENCES IN EDUCATION, EMPLOYMENT, MENTAL HEALTH, CORRECTIONAL SYSTEM, ECONOMIC DEVELOPMENT AND OTHER PROJECTS AND COMMUNITY CONCERNS THAT WE PRESENT THE FOLLOWING INFORMATION ON NATIVE HAWAIIANS IN NARRATIVE AND VISUAL FORM.

GENERAL INFORMATION ABOUT HAWAIIANS:

- THERE ARE APPROXIMATELY 175,000 HAWAIIANS OR 19% OF THE POPULATION IN THE STATE OF HAWAII. (SEE APPENDIX A, TABLE 1)
- THE NUMBER OF HAWAIIANS IN THE POPULATION ON EACH OF THE SEVEN MAJOR ISLANDS RANGES FROM 15% ON LANA'I TO 62% ON MOLOKA'I AND NEARLY 100% ON NI'IHAU. HOWEVER, 68% OF THE HAWAIIANS IN THE STATE LIVE ON OAHU. (APPENDIX A, TABLE 2)
- APPROXIMATELY 44.6% OF THE HAWAIIANS ARE AGE 19 AND BELOW COMPARED TO

32.2% FOR THE STATE POPULATION. (APPENDIX A, TABLE 3)

- THE MEDIAN AGE FOR HAWAIIANS IS 22.8 YEARS COMPARED WITH 28.6 FOR THE STATE. YOUTH, AGES 15-19, COMPRISE ABOUT 13% OF THE HAWAIIAN POPULATION. (APPENDIX A, TABLE 3)
- OF THE 463,000 ADULTS IN THE STATE, 14% or 63,000 ARE HAWAIIANS. (APPENDIX A, TABLE 3)
- OF THE HAWAIIAN HOUSEHOLD, 39% HAVE 5 OR MORE PERSONS AND 35% DO NOT HAVE INCOME SUFFICIENT FOR THEIR FAMILY SIZE. (APPENDIX A, TABLE 4)
- OF THE HAWAIIAN FAMILIES, 15.1% ARE LIVING BELOW POVERTY LEVEL COMPARED TO 7.8% OF TOTAL FAMILIES IN THE STATE. (APPENDIX A, TABLE 4A)
- OF THOSE IN POVERTY IN THE STATE, MORE THAN 40% ARE HAWAIIAN; OF THE POVERTY LEVEL FAMILIES 13% ARE HOUSEHOLDS WITH A FEMALE HEAD. (APPENDIX A, TABLE 4A)
- THE PER CAPITA ANNUAL INCOME FOR HAWAIIANS IS $5,328. COMPARED WITH $7,740. FOR THE STATE.
- OF THE TOTAL CLIENTS RECEIVING WELFARE ASSISTANCE, 24% ARE HAWAIIAN. (APPENDIX A, TABLE 5)
- OF THE ADULT INMATES IN HAWAII'S CORRECTIONAL INSTITUTIONS, 46% ARE HAWAIIAN.

  NOTE: THIS FIGURE IS QUESTIONED AS BEING DECEIVINGLY LOW.

EDUCATION:

- OF THE 162,000 PUBLIC SCHOOL STUDENTS IN THE STATE, 34,000 (21%) ARE HAWAIIAN. (APPENDIX A, TABLE 9)

- OF THE 8,000 PUBLIC SCHOOL TEACHERS, ONLY 6% ARE HAWAIIAN. (APPENDIX A, TABLE 9)
- OF THE 5,000 HAWAIIAN STUDENTS IN THOSE INTERMEDIATE/HIGH SCHOOLS WITH 40% NATIVE HAWAIIAN ENROLLMENTS WHICH WERE STUDIED, 33% WERE ABSENT 20 DAYS OR MORE IN A YEAR. (APPENDIX A, TABLE 9)
- OF THE 34,000 HAWAIIAN STUDENTS IN PUBLIC SCHOOLS, APPROXIMATELY 12,900 (35-38%) ARE IN STANINES 1 TO 3 (EQUAL TO 1-22 PERCENTILE) FOR SAT READING SCORES COMPARED WITH 24% FOR THE STATE. (APPENDIX A, TABLES 9A AND 9B)
- OF APPROXIMATELY 72,000 HAWAIIANS AGE 25 AND OLDER, 32% HAVE NOT FINISHED HIGH SCHOOL. (APPENDIX A, PAGE 9C)
- ONLY 8% OF HAWAIIANS OVER 25 YEARS OF AGE HAVE COMPLETED 4 OR MORE YEARS OF COLLEGE. (APPENDIX A, TABLE 9D)
- OF THE COLLEGE STUDENTS IN THE STATE, HAWAIIANS COMPRISE 11% OF THE COMMUNITY COLLEGE ENROLLMENT AND 4% AT THE UNIVERSITY OF HAWAII, MANOA. (APPENDIX A, TABLE 9E)
- OF LEARNING DISABLED YOUTH IN THE PUBLIC SCHOOLS 1,236 OR 76.5% ARE HAWAIIAN. (APPENDIX C, PAGE 96)

EMPLOYMENT:

- IN 1980, OF THE 63,000 HAWAIIAN ADULT WORKFORCE, APPROXIMATELY 10% WERE UNEMPLOYED -- NEARLY DOUBLE THE STATE LEVEL; AND THE RATIO OF UNEMPLOYMENT FOR HAWAIIANS HAS NOT CHANGED SIGNIFICANTLY SINCE THEN. (APPENDIX A, TABLE 6)
- THE MAJORITY OF THE HAWAIIAN WORKFORCE IS EMPLOYED IN ENTRY LEVEL POSITIONS WHILE RELATIVELY FEW HAWAIIANS ARE IN THE PROFESSIONAL FIELDS.

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- ONLY 1,400 OR 6.6% OF THE 20,600 MINORITY OWNED BUSINESSES IN HAWAII ARE OWNED BY HAWAIIANS (APPENDIX A, TABLE 6A)

HEALTH:

- THE LIFE SPAN OF HAWAIIANS IS NEARLY 7 YEARS LESS THAN THAT OF THE TOTAL POPULATION IN THE STATE. (APPENDIX A, TABLE 7 - FIGURE 5)
- HAWAIIANS HAVE THE HIGHEST INCIDENCE IN THE NATION FOR SOME FORMS OF CANCER. (APPENDIX A, TABLE 7 - FIGURE 3)
- HAWAIIANS HAVE THE HIGHEST INCIDENCE OF CHRONIC HEART TROUBLE AND DIABETES IN THE STATE. (APPENDIX A, TABLE 7 - FIGURE 2 & 4)
- HAWAIIANS RANK SECOND IN THE STATE IN INCIDENCE OF CIRCULATORY DISEASES. (APPENDIX A, TABLE 7 - FIGURE 2)
- MORE THAN 8% OF OUR ELDERLY ARE NOT REGISTERED FOR MEDICARE AND 2% ARE NOT COVERED BY ANY HEALTH OR MEDICAL INSURANCE. (APPENDIX A, TABLE 8)
- HAWAIIANS ACCOUNT FOR 22.3% OF ALCOHOL AND DRUG ABUSERS, AND ONLY 3.6% RECEIVE TREATMENT.

YOUTH:

- OF THE APPROXIMATELY 22,800 HAWAIIAN YOUTH AGES 15-19, 55% ARE MALE AND 45% ARE FEMALE.
  - OF THESE MALES, 33% OF THOSE LOOKING FOR WORK WHO HAVE NOT FINISHED HIGH SCHOOL ARE UNEMPLOYED.
  - OF THESE FEMALES, 55% OF THOSE LOOKING FOR WORK WHO HAVE NOT FINISHED HIGH SCHOOL ARE UNEMPLOYED.
- OF ALL HAWAIIAN CHILDREN, 16% ARE LIVING IN HOUSEHOLDS WITH FEMALE HEADS COMPARED WITH 7% OF ALL CHILDREN IN THE STATE.
- THE YOUTH SUICIDE RATE FOR MALE HAWAIIAN YOUTH AGES 15-24 IS 31%.

- OF YOUTH IN CORRECTIONAL INSTITUTION, 66% ARE HAWAIIAN. OF THOSE SURVEYED IN 1981 BY THE OFFICE OF HAWAIIAN AFFAIRS:
  - 85.7% HAD ATTENDANCE AND SCHOOL ALIENATION PROBLEMS
  - 80.9% WERE DRUG USERS
  - 80.7% WERE INCARCERATED FOR THEFT, BURGULARY AND ROBBERY
  - 76.0% WERE BATTERED CHILDREN
  - 72.3% CAME FROM HOME WHERE PARENT(S) WERE UNEMPLOYED
  - 72.3% CAME FROM DIVORCED OR SINGLE PARENT HOMES

ELDERLY:

- ELDERLY HAWAIIANS AGES 65 AND OLDER COMPRISE APPROXIMATELY 3% OF THE TOTAL HAWAIIAN POPULATION. (APPENDIX A, TABLE 8)
  - OF THESE 5,600 ELDERLY HAWAIIANS, 46% ARE MALE AND 54% ARE FEMALE.
- OF THE TOTAL AGES 65 AND OLDER POPULATION, HAWAIIAN ELDERLY HAVE THE YOUNGEST MEDIAN AGE OF 67 COMPARED TO 74 YEARS FOR THE STATE. (APPENDIX A, TABLE 7 - FIGURE 5)

THIS INFORMATION IS BY NO MEANS COMPREHENSIVE AND MORE DETAILS ARE INCLUDED IN THE APPENDICES AND AVAILABLE AS NEEDED FROM ALU LIKE. AT THIS POINT, LET ME EMPHASIZE THAT THE MAJORITY OF HAWAIIANS ARE PRODUCTIVE, CONTRIBUTING PROUD MEMBERS OF THE STATE OF HAWAII AND THE NATION. HOWEVER, AS YOU CAN SEE FROM THE DATA SHARED TODAY, THERE ARE STILL SIGNIFICANT NEEDS TO BE ADDRESSED TO PREVENT MAGNIFYING OF THE PROBLEMS.

SUBSTANTIAL EVIDENCE LINKS SOME OF THE NEGATIVE SOCIAL INDICATORS TO THE LACK OF EDUCATIONAL ACHIEVEMENT. IN AN EARLIER ALU LIKE COST BENEFIT STUDY, IT IS SHOWN THAT "BOTH WELFARE ELIGIBILITY RATES AND CRIMINAL OFFENDERS RATES ARE NEGATIVELY CORRELATED WITH EDUCATIONAL ACHIEVEMENT AMONG NATIVE HAWAIIANS."

WE ARE AWARE, ALSO, IN STUDIES OF STATISTICAL REPORTS THAT AS UNEMPLOYMENT INCREASES, SO DOES THE SUICIDE RATE. ACCORDING TO THE DIRECTOR OF HAWAII'S STATE DEPARTMENT OF LABOR, "FOR EVERY ONE PERCENT (1%) RISE IN THE JOBLESS RATE, OUR NATIONAL PRISON POPULATION INCREASED BY FOUR PERCENT (4%)". WE KNOW FROM EXPERIENCE IN ALU LIKE'S STATEWIDE EMPLOYMENT AND TRAINING PROGRAM THE DIRECT RELATIONSHIP BETWEEN UNEMPLOYMENT AND LACK OF EDUCATIONAL SUCCESS AND THAT THE KEY TO THE HAWAIIAN CLIENT'S PROGRESS IS CULTURALLY-SENSITIVE APPROACHES.

RECOMMENDATIONS

BASED UPON OUR EXPERIENCES IN ADMINISTERING A VARIETY OF PROGRAMS, IN FACILITATING FORUMS FOR EXCHANGE OF INFORMATION AND COMMUNITY PROBLEM SOLVING ISSUES, AND FROM OUR OWN STUDY AND ANALYSIS OF PROBLEMS IN THE HAWAIIAN COMMUNITY, ALU LIKE OFFERS THE FOLLOWING.

1. THERE ARE FOUR FEDERAL LAWS WHICH PROVIDE SPECIFIC FUNDING RESOURCES FOR HAWAIIANS BUT NONE IN EDUCATION.
   - 21 U.S.C. §§ 1177(d) - NATIONAL INSTITUTE OF DRUG ABUSE (NIDA) GRANTS TO MINORITIES AND NATIVE AMERICANS (INCLUDING HAWAIIANS AND PACIFIC ISLANDERS.
   - 29 U.S.C. § 1503 - JOB TRAINING PARTNERSHIP ACT TO DISADVANTAGED PERSONS INCLUDING NATIVE AMERICANS.
   - 42 U.S.C. § 2991a - COMMUNITY SERVICES ACT PROVIDING GRANTS TO NATIVE AMERICANS THROUGH THE ADMINISTRATION FOR NATIVE AMERICANS

o 42 U.S.C. § 4577(c) - GRANTS TO STATE AND LOCAL GOVERNMENTS FOR PROGRAMS ASSISTING IN ALCOHOL ABUSE PREVENTION, TREATMENT AND RESEARCH FOR UNDERSERVED POPULATIONS, INCLUDING NATIVE HAWAIIANS.

WE RECOMMEND THAT THE DEFINITION OF NATIVE HAWAIIAN IN 42 U.S.C. § 2991a BE USED CONSISTENTLY IN FEDERAL LEGISLATION FOR NATIVE HAWAIIANS.

NOTE: THE DEFINITION FOR "NATIVE HAWAIIANS" IS NOT YET PROVIDED IN ADMINISTRATIVE REGULATIONS FOR 21 U.S.C. §§ 177(d) AND 42 U.S.C. § 4577(c).

NOTE: A SPECIAL EXCEPTION FOR THE HAWAIIAN HOMES COMMISSION ACT MAY NEED TO BE CONSIDERED.

2. FEDERAL AGENCIES COMPILE THEIR INFORMATION ABOUT HAWAIIANS DIFFERENTLY. SOME INCLUDE HAWAIIANS AS NATIVE AMERICANS, OTHERS AS ASIAN/PACIFIC ISLAND PEOPLE, OTHERS AS PACIFIC ISLAND PEOPLE, AND SO FORTH. FEDERAL AGENCY DATA IS NOT RECORDED IN A COMPARABLE MANNER WITH THE STATE OF HAWAII WHICH MORE ACCURATELY RECORDS MINORITY DATA. CENSUS FIGURES FOR HAWAIIANS REFLECT AN UNDERCOUNT. AS A RESULT, DATA ON HAWAIIANS IS INCOMPLETE AND ACCURATE COMPARISONS/ANALYSES DIFFICULT TO DO.

WE RECOMMEND THAT THE FEDERAL AND STATE DEFINITIONS FOR NATIVE HAWAIIANS BE IDENTICAL TO THAT USED IN 42 U.S.C. § 2991a FOR NATIVE AMERICAN PROGRAMS.

3. ALU LIKE STRONGLY SUPPORTS THE RETENTION OF THE DIVISION OF NATIVE AMERICAN PROGRAMS (DINAP) IN THE DEPARTMENT OF LABOR AND THE RETENTION OF THE ADMINISTRATION FOR NATIVE AMERICANS (ANA) IN THE DEPARTMENT OF HEALTH AND HUMAN SERVICES. TRANSFER TO OTHER DIVISIONS/AGENCIES

WILL BE DISRUPTIVE AND COUNTERPRODUCTIVE. WE COMMEND THE ACTIONS OF THIS COMMITTEE IN ENSURING THAT THE NATIVE HAWAIIANS (AND URBAN INDIANS) CONTINUE TO BE ADDRESSED THROUGH THOSE EXISTING AGENCIES.

4. THERE ARE OTHER FEDERAL LAWS WHICH PROVIDES GENERAL RESOURCES WHICH MAY BE USED TO ADDRESS NEEDS OF HAWAIIANS. HOWEVER, THE GOVERNMENT PRIORITY AND THE COMMUNITY PRIORITY ARE NOT ALIGNED.

FOR EXAMPLE,

- o UNDER TITLE I NOT ALL HAWAIIAN CHILDREN QUALIFY AS LOW INCOME, EDUCATIONALLY DEPRIVED, NEGLECTED, AND/OR HANDICAPPED. YET MANY HAWAIIANS WHO DO NOT QUALIFY HAVE MAJOR EDUCATIONAL DIFFICULTIES.
- o PILOT PROJECTS HAVE CONFIRMED THAT CULTURALLY-SENSITIVE APPROACHES ARE MORE EFFECTIVE WITH HAWAIIANS, YET RESOURCES ARE NOT ACCESSIBLE FOR THIS.
- o FEDERAL LEGISLATION, SUCH AS THE INDIAN EDUCATION ACT, VOCATIONAL EDUCATION ACT, AND OTHER LEGISLATION ADDRESSING ADULT EDUCATION, HIGHER EDUCATION, HANDICAPPED, HEALTH, ELDERLY, CHILDREN AND YOUTH, AS WELL AS ECONOMIC DEVELOPMENT AND HOUSING & URBAN DEVELOPMENT, DOES NOT SPECIFICALLY ADDRESS HAWAIIANS NOR PROVIDE FOR SET-ASIDES FOR NATIVE HAWAIIANS AS NATIVE AMERICANS. WE RECOMMEND INCLUSION OF NATIVE HAWAIIANS AS DEFINED IN THE NATIVE AMERICAN PROGRAMS LEGISLATION (42 U.S.C. § 2991a) IN EACH OF THOSE ACTS WITH APPROPRIATE SET ASIDES TO ASSURE ADEQUATE RESOURCES TO STOP AND REVERSE THE NEGATIVE SOCIO-ECONOMIC PROBLEMS.

5. THE KAMEHAMEHA SCHOOLS/BISHOP ESTATE IN ITS NATIVE HAWAIIAN EDUCATIONAL ASSESSMENT PROJECT FINAL REPORT OF JULY 1983 PROVIDED DATA AND SUGGESTED INTERVENTIONS. THEY HAVE MADE SPECIFIC RECOMMENDATIONS RELATIVE TO PREVENTIVE PROGRAMS, REMEDIAL PROGRAMS AND PROSPECTIVE PROGRAMS WHICH CAN BE ASSISTED BY AMENDING EXISTING FEDERAL LEGISLATION. WE STRONGLY SUPPORT AMENDING EXISTING LEGISLATION CONSISTENT WITH RECOMMENDATIONS OF THE KAMEHAMEHA SCHOOLS/BISHOP ESTATE RELATIVE TO THE EDUCATIONAL NEEDS OF HAWAIIANS.

ALU LIKE IS ATTEMPTING TO ASSIST NATIVE HAWAIIANS THROUGH "ENABLING" (PROVIDING A HAND UP NOT HAND OUT) AND "EMPOWERING" (DEVELOPING INDEPENDENCE RATHER THAN DEPENDENCE) IN A CULTURALLY-SENSITIVE CONTEXT. FEDERAL, STATE, COUNTY GOVERNMENT AND PRIVATE SECTOR RESOURCES ARE NEEDED AND COLLABORATIVE PLANNING REQUIRED TO FACILITATE THE NATIVE HAWAIIAN COMMUNITY HELPING ITSELF TOWARD ECONOMIC AND SOCIAL SELF-SUFFICIENCY.

MAHALO (THANK YOU) MR. CHAIRMAN AND COMMITTEE MEMBERS FOR THE OPPORTUNITY TO MAKE THIS PRESENTATION.

APPENDIX A

Data on Hawaiians

Table 1	State of Hawaii Population
2	Hawaiian Population
2A	Hawaiians in the Population of the State of Hawaii, by Island & Age
3	Hawaiian vs. State Population by Age Group
3A	Hawaiian/Part Hawaiian in the State of Hawaii by Age
3B	Native Hawaiian Member/Percent of Children Age 3-5
3C	Number/Percent of Hawaiian Children in Headstart Program (age 3-5)
4	Hawaiian Household Economic Concerns
4A	Poverty Level Families
4B	Hawaiian Head of Household Served by Programs at Hawaii Housing Authority
5	Hawaiian Clients as a Percentage of Total Clients Who Received Title XX Social Services
5A	Hawaiian & Total Clients Receiving Title XX Social Services
6	Hawaiian Employment Concerns
6A	Hawaiian Economic Development Concerns
6B	Hawaiian Clients Served by SBA in 1983
7	Hawaiian Health Concerns
	Figure 1: Cause of Death - All Causes
	2: Diseases of the Heart
	3: All Cancers
	4: Diabetes Mellitus
	5: Male/Female Life Expectancy at Birth
8	Hawaiian Elderly Concerns
9	Hawaiian Education Concerns
9A	Comparison of S.A.T. Reading Scores for Total and Hawaiian Public School Students
9B	Hawaiian Students in Public Schools Who Need Educational Assistance
9C	College Graduates in State and Hawaiian Population
9D	Persons Who Did Not Complete High School in State and Hawaiian Population
9E	Hawaiian Enrollment Within the University of Hawaii Enrollment
10	Hawaiian Criminal Justice Concerns

APPENDIX B
Needs Assessment

APPENDIX C
Handicapped Youth

APPENDIX D
Mental Health data on the Native Hawaiian Population

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APPENDIX A

DATA ON HAWAIIANS

There are approximately 175,000 Hawaiians or 19% of the population in the State of Hawaii

- Of this number, 45.3% are 19 years of age and younger. Median age is 22.8 years compared with 28.4 for the State
- Of the 463,000 adults in the State, 14% are Hawaiians
- Of the 63,000 Hawaiian adult workforce, approximately 10% are unemployed (nearly double the State level)
- Of the Hawaiian households, 39% have 5 or more persons and 35% do not have income sufficient for their family size
- Of the Hawaiian families, 15.1% are living below poverty level compared to 7.8% of total families in the State; of those in poverty in the State, more than 40% are Hawaiian; approximately 24% are on welfare
- 46% of adult inmates are Hawaiian

The life span of Hawaiians is nearly 7 years less than that of the total population in the State

- Hawaiians are among those with high incidence of cancer in the nation
- Hawaiians have the highest incidence of chronic heart trouble and diabetes in the State
- Hawaiians rank second in the State in incidences of circulatory diseases
- More than 2% of our elderly are not covered by any health or medical insurance
- Hawaiians account for 22.3% of alcohol and drug abusers and only 3.6% receive treatment
- Of the males in the State aged 15-24 who are suicides, 31% are Hawaiians

Of the 162,000 public school students in the State, 34,000 (21%) are Hawaiian

- Of the 8,000 public school teachers, only 6% are Hawaiian
- Of the 224 public schools, 25 have enrollments of 40% or more Hawaiian
- Of the 5,000 students in those intermediate/high schools, 33% have been absent 20 days or more a year
- Of the 34,000 Hawaiian students in public schools, approximately 12,900 (35-38%) are in staniues 1-3 (equal to 0-22 %ile) for SAT reading compared with 24% for the State
- Of learning disabled youth in the public schools, 1,236 or 76.5% are Hawaiian
- Of approximately 72,000 Hawaiians age 25 and older, 32% have not finished high school
- Of the college students in the State, Hawaiians comprise 11% (community college); 4% (University of Hawaii-Manoa)
- Only 8% of Hawaiians over 25 years have completed 4 or more years of college

Hawaiian youth aged 15-19 comprised about 13% of the Hawaiian population

- Of these 22,800 youth, 55% are male and 45% are female

  - Of these males, 33% of those looking for work who have not finished high school are unemployed
  - Of these females, 55% of those looking for work who have not finished high school are unemployed
- Of the youth in correctional institutions, 66% are Hawaiians
- Of all Hawaiian children, 16% are living in households with female heads compared with 7% of all children in the State

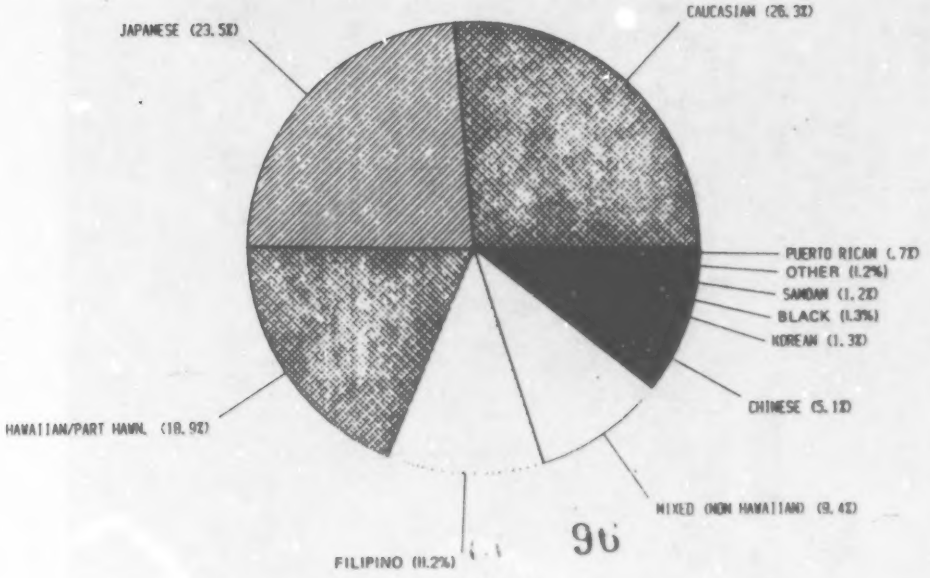
Elderly Hawaiians aged 65 and older comprise about 3% of the total Hawaiian population

- Of these 5,600 elderly Hawaiians, 46% are male and 54% are females
- Of these elderly, 8% are not registered for Medicare and 2% lack both Medicare and private health insurance
- Of the total aged 65 and older population, Hawaiian elderly have the youngest median age of 67 compared to 74 years for the State.

APPENDIX A - TABLE 1

STATE OF HAWAII POPULATION

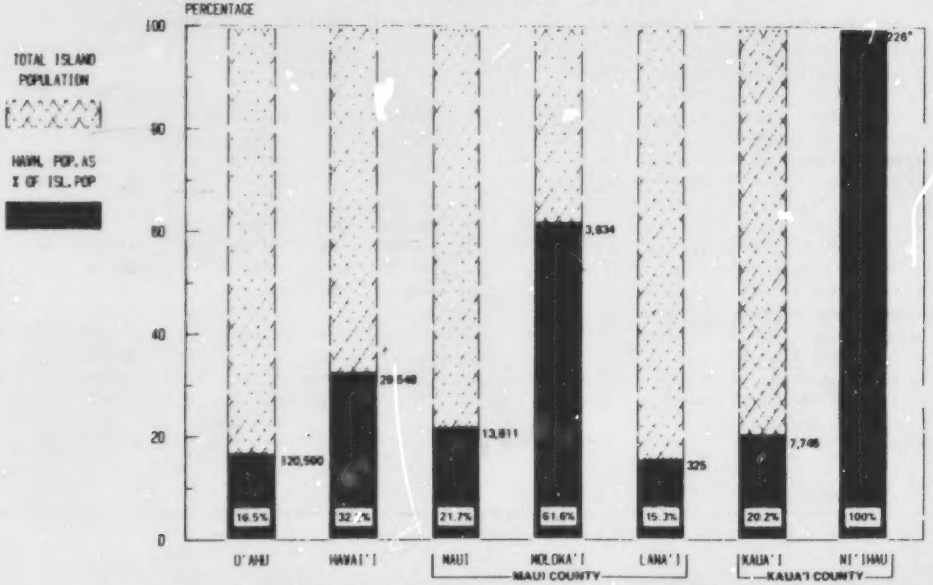
TOTAL: 930,270



APPENDIX A - TABLE 2

HAWAIIAN POPULATION

TOTAL IN 1980-175,000 (19% OF STATE POP)



- Approximately 45% of the Hawaiian population in the state is 19 years of age and younger
- The Median age for Hawaiians is 22.9 years compared to the Median age of the state of 28.
- Of the 483,000 Adults in the state, 63,000 (14%) are Hawaiian
- From 1980 Decennial Census. Other data from DOH Health Surveillance Survey.

APPENDIX A - TABLE 2A

Number and Percent of All Hawaiians in the Population of the State of Hawaii, 1980, by Island and Age

Five-year Age Group	Hawaii		Kauai		Maui		Molokai		Lanai		Oahu		State	
	Hawaiians	Total	Hawaiians	Total	Hawaiians	Total	Hawaiians	Total	Hawaiians	Total	Hawaiians	Total	Hawaiians	Total
Under 5	4,034(52%)	7,803	994(36%)	2,779	1,721(36%)	4,756	423(71%)	592	13(13%)	104	14,340(25%)	56,766	21,575(30%)	72,800
5- 9	3,941(43%)	6,890	1,181(34%)	3,496	1,316(33%)	4,048	304(75%)	406	26(25%)	104	14,731(27%)	54,770	20,499(29%)	69,720
10-14	4,071(46%)	8,901	1,109(35%)	3,214	1,720(32%)	5,414	425(82%)	761	52(33%)	156	14,896(26%)	61,137	22,473(28%)	79,583
15-19	3,994(53%)	7,543	1,121(31%)	3,629	2,125(39%)	5,465	592(73%)	811	39(19%)	206	15,998(24%)	65,928	23,769(28%)	83,584
20-24	2,608(46%)	5,623	602(18%)	3,278	1,518(33%)	4,655	256(68%)	372	*	117	9,582(16%)	70,990	14,364(17%)	84,035
25-29	1,959(27%)	7,349	457(17%)	2,765	1,215(21%)	5,769	152(41%)	372	26(33%)	78	8,667(13%)	69,821	12,256(14%)	86,154
30-34	1,829(26%)	6,964	407(15%)	2,796	906(10%)	5,111	152(60%)	253	13(33%)	39	8,130(13%)	62,572	11,037(14%)	77,735
35-39	1,115(22%)	5,068	606(24%)	2,529	860(24%)	3,643	169(56%)	304	26(22%)	117	6,984(16%)	44,051	9,760(18%)	55,712
40-44	1,436(37%)	3,894	261(13%)	1,866	607(19%)	3,238	220(57%)	389	39(19%)	208	6,556(18%)	36,585	9,099(20%)	46,180
45-49	1,052(71%)	5,032	364(16%)	2,224	506(17%)	2,985	169(71%)	237	*	65	4,436(13%)	34,182	6,527(15%)	44,725
50-54	1,316(24%)	5,489	303(11%)	1,793	607(15%)	4,149	101(38%)	270	13(7%)	195	4,238(11%)	37,277	6,478(13%)	49,173
55-59	945(18%)	5,168	255(10%)	2,490	353(6%)	3,997	84(33%)	253	26(18%)	143	2,403(7%)	36,631	3,956(8%)	48,672
60-64	495(12%)	4,321	223(13%)	1,694	50(2%)	2,682	169(67%)	253	26(22%)	117	2,991(9%)	32,965	3,954(9%)	42,032
65-69	700(16%)	4,272	36(2%)	1,994	202(8%)	2,631	51(25%)	203	26(10%)	260	3,236(12%)	26,005	4,251(12%)	35,365
70-74	316(11%)	3,016	36(3%)	1,346	152(11%)	1,417	68(25%)	270	*	117	1,693(11%)	15,782	2,265(10%)	21,868
75 & Over	528(21%)	2,536	92(8%)	1,222	101(6%)	1,822	84(83%)	101	*	91	1,191(4%)	28,699	1,996(6%)	34,661
Unknown	159(12%)	1,362	18(11%)	166	152(19%)	810	17(33%)	51	*	*	840(14%)	6,083	1,186(13%)	8,471
All Ages	29,548(32%)	91,221	7,745(20%)	38,269	13,611(22%)	62,592	3,634(62%)	5,898	325(15%)	2119	130,588(17%)	730,171	175,453(19%)	930,270

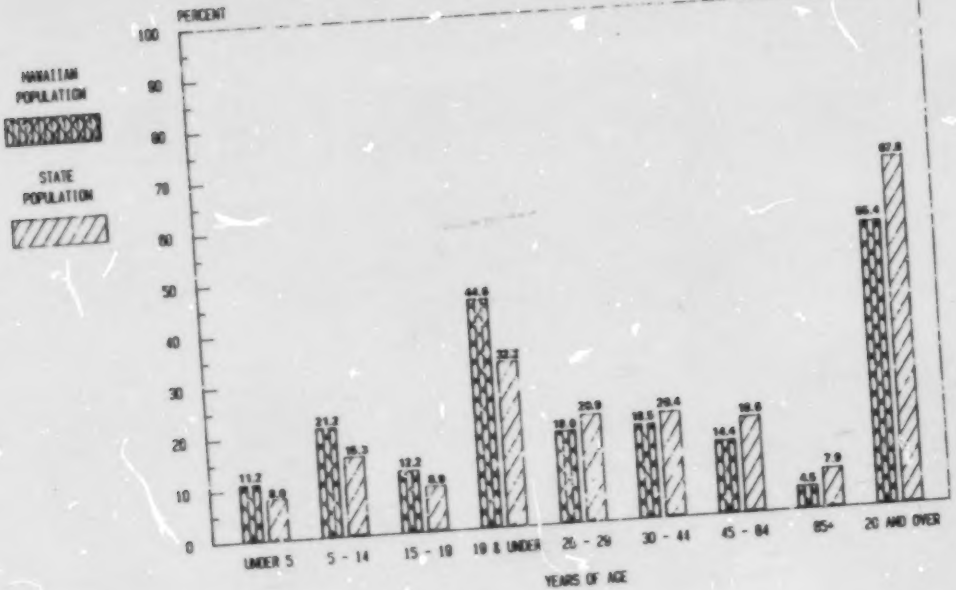
*Number too small to be sampled in the Survey.

Source: Data generated for ALU LIKE from the ongoing Health Survey of the Health Surveillance Program of the Hawaii State Department of Health, September, 1981.

APPENDIX A - TABLE 3

HAWN VS. STATE POPULATION BY AGE GROUP

SOURCE: 1980 DECENNIAL CENSUS, B.O.C.



Source: 1980 Decennial Census, Bureau of Census

APPENDIX A - TABLE 3A

Native Hawaiians and Part-Hawaiians in the State of Hawaii, 1980, by Age

Age Group	Native Hawaiians*		Part-Hawaiians		All Hawaiians		Total State Population
	No.	Pct.	No.	Pct.	No.	Pct.	
Under 5	1,665	2.3%	19,910	27.3%	21,575	29.6%	72,800
5- 9	2,204	3.2	18,295	26.2	20,499	29.4	69,720
10-14	3,083	3.9	19,388	24.4	22,471	28.2	79,583
15-19	4,005	4.8	19,764	23.6	23,769	28.4	83,584
20-24	3,484	4.1	10,880	12.9	14,364	17.1	84,035
25-29	3,892	4.5	8,364	9.7	12,256	14.2	86,154
30-34	3,822	4.9	7,215	9.3	11,037	14.2	77,735
35-39	4,153	7.5	5,607	10.1	9,760	17.5	55,712
40-44	4,204	9.1	4,895	10.6	9,099	19.7	46,180
45-49	3,178	7.1	3,349	7.5	6,527	14.6	44,725
50-54	3,035	6.2	3,443	7.0	6,478	13.2	49,173
55-59	1,951	4.0	2,015	4.1	3,966	8.1	48,672
60-64	2,243	5.3	1,711	4.1	3,954	9.4	42,032
65-69	1,941	5.5	2,310	6.5	4,251	12.0	35,365
70-74	1,282	5.9	983	4.5	2,265	10.4	21,868
75 & Over	1,260	5.2	736	3.0	1,996	8.2	24,461
Unknown	425	5.0	761	9.0	1,186	14.0	8,471
All Ages	45,827	4.9	129,626	13.9	175,453	18.9	930,270

Source: Data generated for ALU LIKE from the ongoing Health Survey of the Health Surveillance Program of the Hawaii State Department of Health, September, 1981.

*Native Hawaiians = 50% or more Hawaiian ancestry.

APPENDIX A - TABLE 3B

Number and Percent of Children Aged 3-5 in the State of Hawaii Population Who Are Native Hawaiian

County	Total Number of Children Aged 3-5 in State	Native Hawaiian Children Aged 3-5	
		Number	Percent
Kauai	1,920	782	40.7%
Hawaii	3,899	1,932	49.6
Maui	3,333	1,380	41.4
Honolulu	34,064	10,351	30.4
TOTAL	43,216	14,445	33.4

Source: Data generated by Hawaii State Department of Health, Health Surveillance Program, April 1980.

APPENDIX A - TABLE 3C

Number and Percent of Native Hawaiian Children in the Headstart Program (aged 3-5) in the State of Hawaii by County, April, 1980

County	Total Number of Children in Program	Native Hawaiian Children in Program	
		Number	Percent
Kauai	80	31	38.6%
Hawaii	160	70	43.8
Maui	122	65	53.3
Honolulu	701	410	58.5
TOTAL	1,063	576	54.2

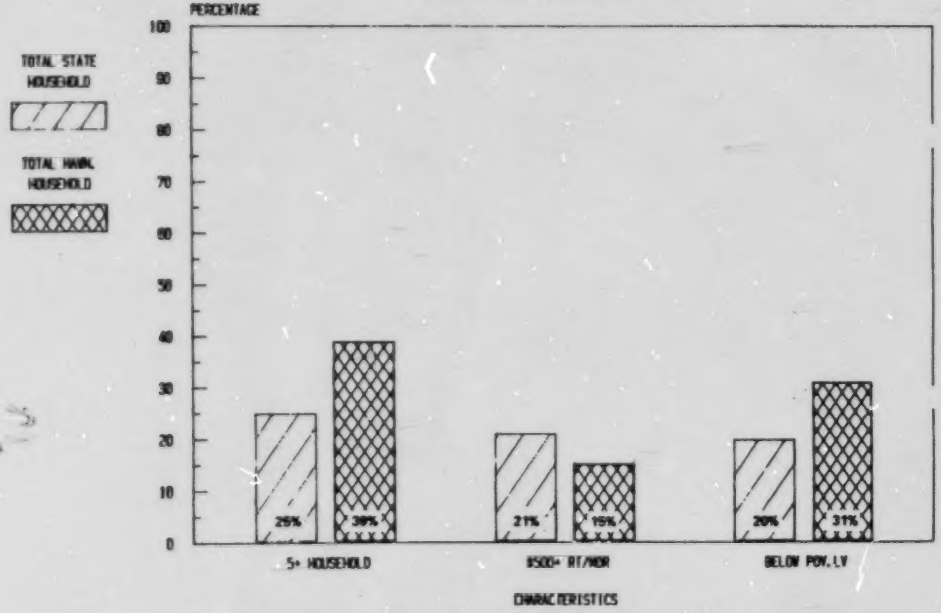
Note: Of those aged 3-5 in the total State population, 33.4% are Native Hawaiian (see attached table). However, a larger percentage of the Native Hawaiian families with pre-school children have income below $4,000 annually (9.1%) compared to non-Hawaiians (5.8%). Also, there are more female heads of households for Native Hawaiians than for the State population (13.1% versus 8.6%).

Source: Data obtained from County offices of the Hawaiian Office of Economic Opportunity, April, 1980

APPENDIX A - TABLE 4

HAWAIIAN HOUSEHOLD ECONOMIC CONCERNS

5+ HSHLD./$500+ RENT, MORT./BELOW POV. LVL



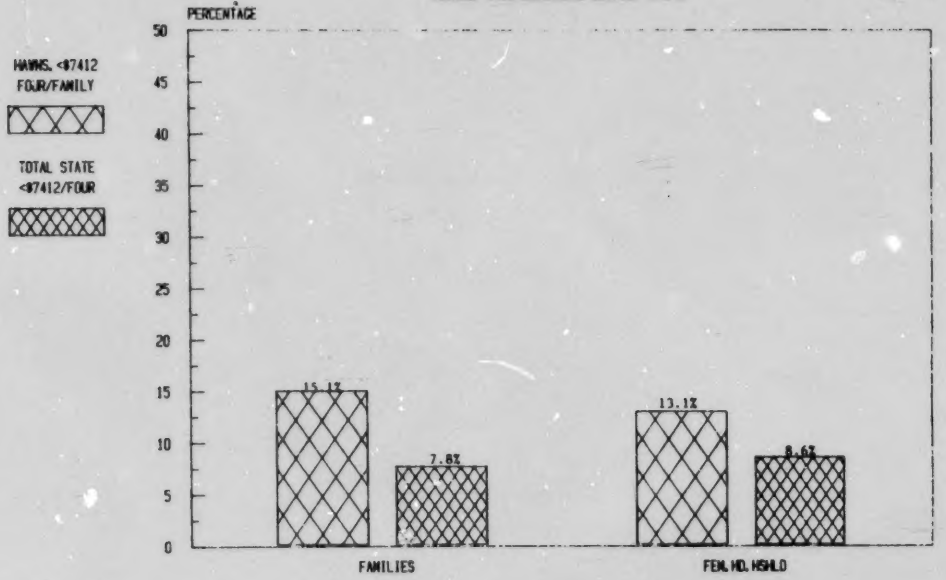
Source: The Native Hawaiian Housing Study, ALU LIKE, 1980
Detailed Housing Characteristics: Hawaii Bureau of the Census, 1980

66

APPENDIX A - TABLE 4-A

POVERTY LEVEL FAMILIES

SOURCE: 1980 DECENNIAL CENSUS, B.O.C.



* Note: Under $7,412. for family of four.
Source: 1980 Decennial Census, Bureau of Census.

FAMILIES/FEMALE HD. HSHLD.

104

100

APPENDIX A - TABLE 4B

Hawaiian Heads of Household Who Were Served by Programs at the Hawaii Housing Authority, FY1982

HHA Program	Hawaiian Heads of Household No.	Pct.	Total Number Served
Section 8 Existing	383	25.9	1,477
Section 8 New Construction	11	11.0	100
Elderly (Federal Low Rent)	76	6.2	1,221
Federal Low Rent	834	24.8	3,365
Rent Supplement	228	17.0	1,340
State Housing	118	23.3	506
Others*	120	34.6	347
TOTAL	1,770	21.2	8,356

*Includes programs under Act 105 Rentals, Section 236, Farm Worker Housing, DOT Housing.

Note: According to the 1980 Decennial Census, 15.1% of the Hawaiian families lived under the poverty level compared to 7.8% of the total families in the State.

Source: Data obtained from the Hawaii Housing Authority, December 1983, from its Composite Report, July 1, 1981 - June 30, 1982.

APPENDIX A - TABLE 5

Hawaiian Clients as a Percentage of Total Clients Who Received Title XX Social Services for FY 1983

Services Provided	Hawaiian Clients No.	Hawaiian Clients Pct.	Total Number of Clients
Adoption	15	12.5%	120
Chore service	145	12.8	1,129
Day care	357	40.7	878
Employment	46	21.4	215
Foster care	463	19.2	2,414
Health support	23	29.5	78
Homemaker	21	18.6	113
Casework	566	24.5	2,310
Protection	799	27.1	2,952
Social rehabilitation	18	26.5	68
TOTAL	2,456	23.9	10,282

Note: According to the 1980 Decennial Census, 15.1% of the Hawaiian families lived under the poverty level compared to 7.8% of the total families in the State.

Source: Data obtained from the State Department of Social Services and Housing, December, 1983.

APPENDIX A - TABLE 5A

Barriers of Hawaiian and Total Clients Receiving
Title XX Social Services in FY1983

Client Barrier*	Hawaiian Clients No.	Hawaiian Clients Pct.	Total Number of Clients
Child abuse	546	27.5%	1,983
Child neglect	246	26.1	942
Runaway child	3	13.6	22
Total disability	71	20.4	348
Blindness	3	42.9	7
Mental retardation	49	21.6	227
Alcohol abuse	1	16.7	6
Employment problem	155	34.2	453
Absence of spouse	21	25.0	81
Adoption problem	15	17.9	84
Health	30	20.3	148
Social	3	11.1	27
Unwed mothers	2	28.6	7
Advance age disability	277	12.2	2,263
Adult abuse/neglect	2	13.3	15
Institutional care problem	0	0.0	1
Family problem	526	34.4	1,529
Unwanted pregnancy	1	50.0	2
Other	6	7.2	83
TOTAL	1,957	23.8	8,228

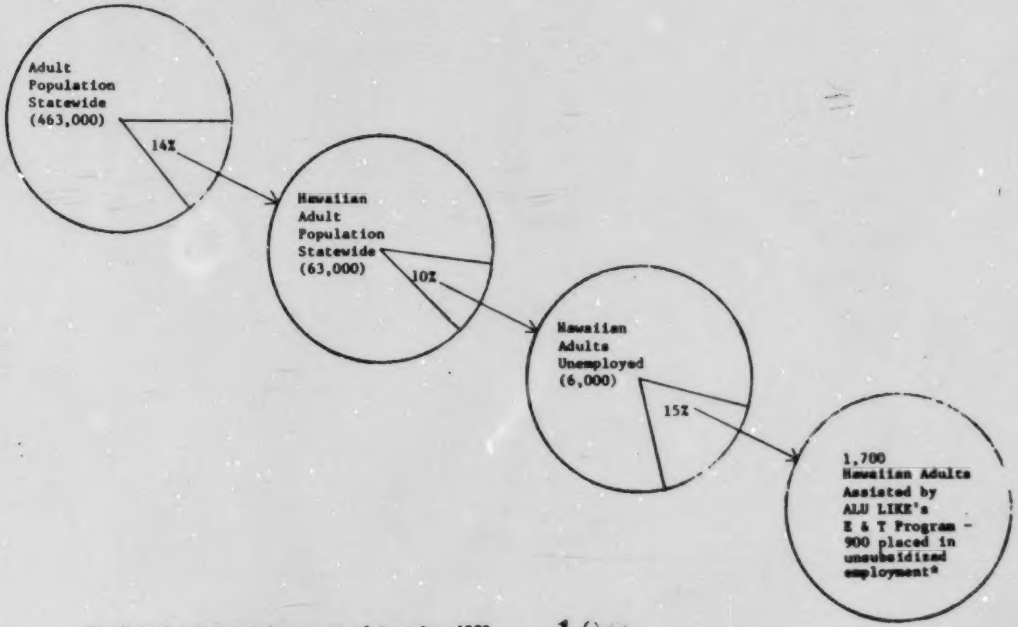
Note: According to the 1980 Decennial Census, 45.3% of the Hawaiian population are under 19 years of age compared to 32.2% for the total population in the State.

Source: Data obtained from the State Department of Social Services and Housing, December, 1983.

* Barrier refers to a problem or condition that actually or potentially prevents achievement or maintenance of a desirable goal state.

APPENDIX A - TABLE 6

HAWAIIAN EMPLOYMENT CONCERNS

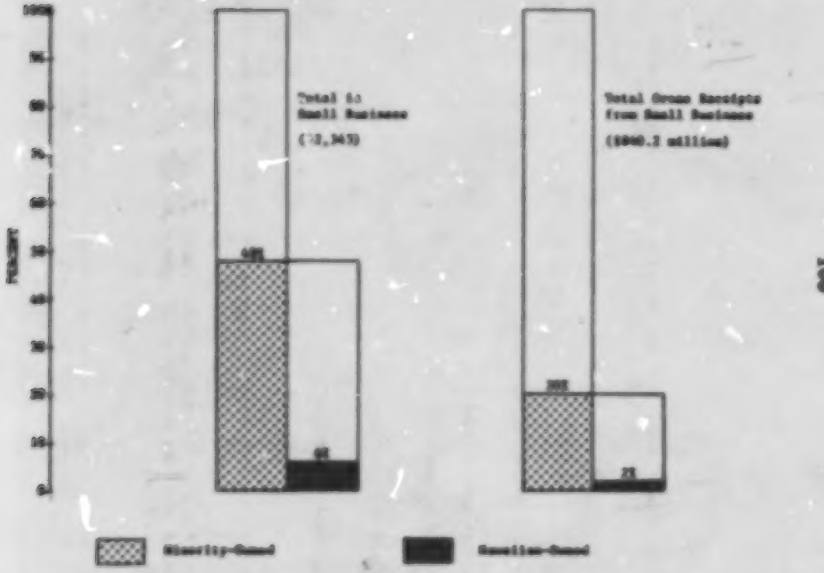

Adult Population Statewide (463,000)
14%
Hawaiian Adult Population Statewide (63,000)
10%
Hawaiian Adults Unemployed (6,000)
15%
1,700 Hawaiian Adults Assisted by ALU LIKE's E & T Program - 900 placed in unsubsidized employment*

*Include E & T participants as of December 1980.

Sources: Estimates generated by ALU LIKE from 1979 DOH data, and OEO data, extrapolated for 1980.

APPENDIX A - TABLE 6A

HAWAIIAN ECONOMIC DEVELOPMENT CONCERNS



Sources: The State of Hawaii Data Book, 1980 (data for 1977) and
1977 Survey of Minority-Owned Business Enterprises, Bureau of the Census, 1980.

APPENDIX A - TABLE 68

Hawaiian Clients as a Percentage of Total Clients Served by the Small Business Administration in FY1983

SBA Program	Hawaiian Clients No.	Hawaiian Clients Pct.	Total Number of Clients
Economic Opportunity Loans	1	20.0	5
Technical & Development Assistance	10	22.2	45
MBDA Capital Opportunities Loans	0	0.0	17
MBDA Management & Technical Assistance	8	5.4	148

Note: According to the 1980 Decennial Census, 15.1% of the Hawaiian families lived under the poverty level compared to 7.8% of the total families in the State.

Sources: Data obtained from the Small Business Administration and from its MBDA contractor, the U.S. Human Resources Corporation, December 1983.

HAWAIIAN HEALTH CONCERNS

HAWAIIANS HAVE HIGHER MORTALITY RATE THAN THE STATE POPULATION

Figure 1: Cause of Death - All Causes

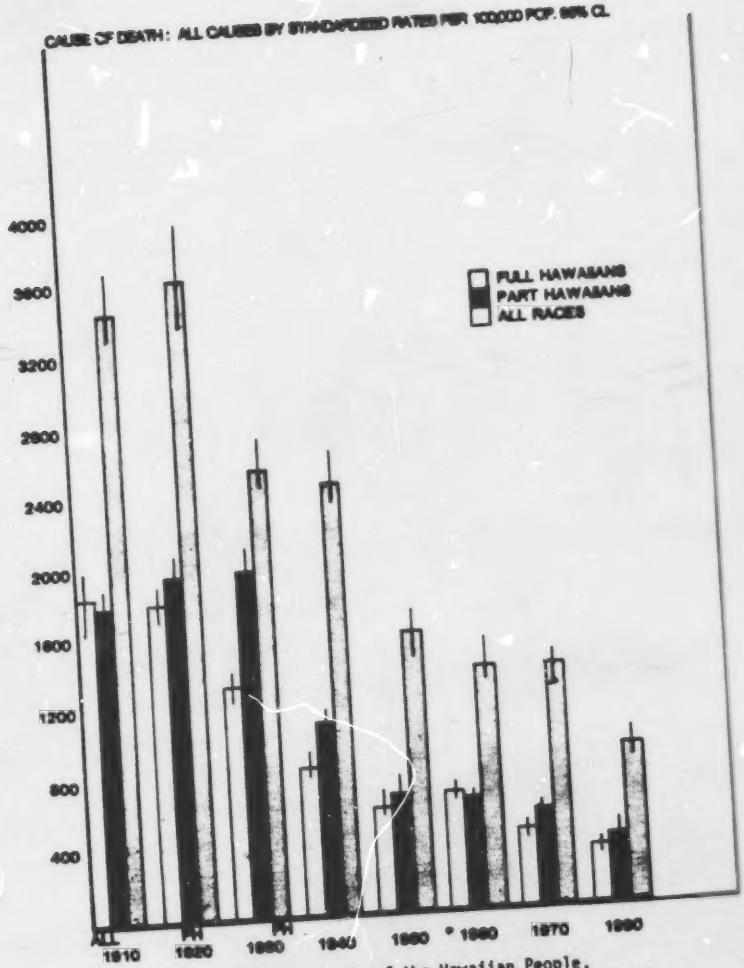
HAWAIIANS HAVE HIGHER RATES FOR THE THREE LEADING CHRONIC DISEASES

Figure 2: Diseases of the Heart
3: All Cancers
4: Diabetes Mellitus

HAWAIIANS HAVE SHORTER LIFE EXPECTANCY THAN THE STATE POPULATION

Figure 5: Male/Female Life Expectancy at Birth

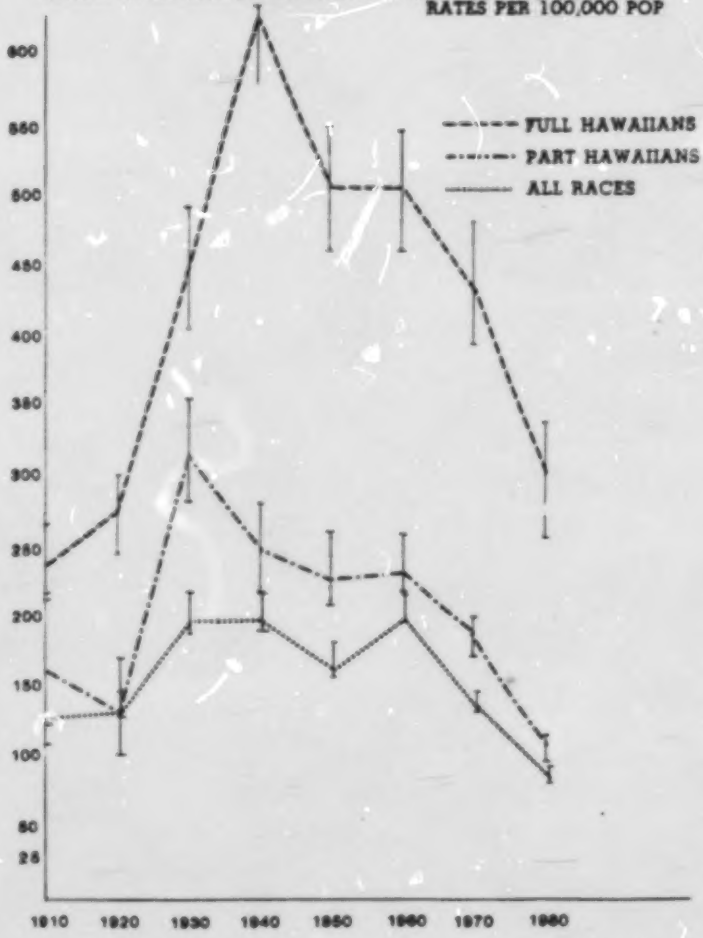
FIGURE 1 of 3



Source: A Mortality Study of the Hawaiian People, R & S Report, Issue No. 38, Research & Statistics Office, Hawaii State Department of Health, February 1982

FIGURE 2 of 5

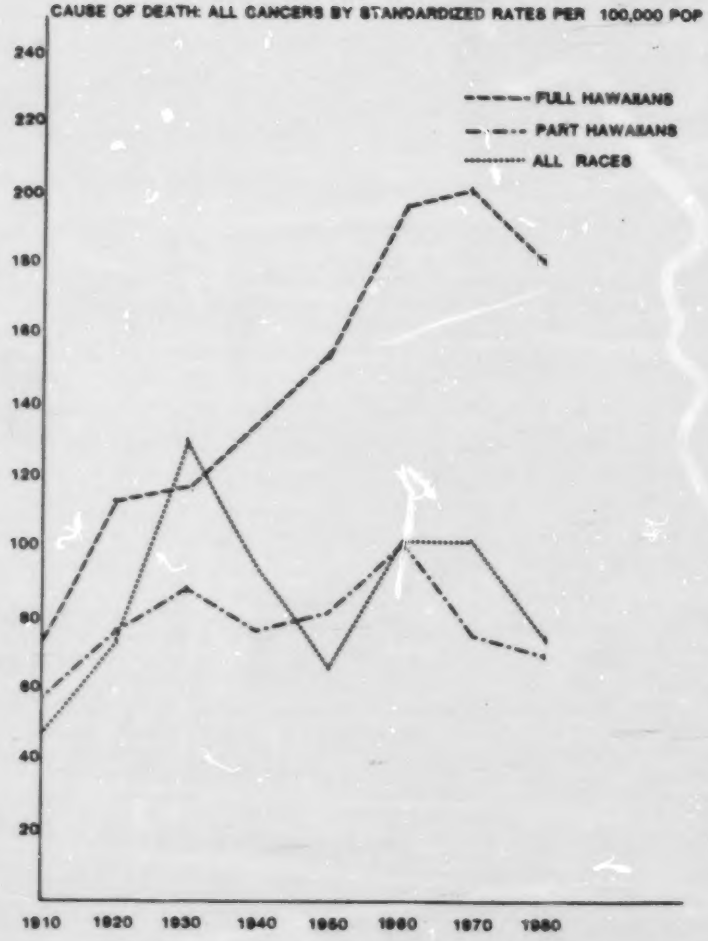
CAUSE OF DEATH: DISEASES OF THE HEART BY STANDARDIZED RATES PER 100,000 POP



Source: A Mortality Study of the Hawaiian People, R & S Report, Issue No. 38, Research & Statistics Office, Hawaii State Department of Health, February 1982

36-485 O - 84 - 8

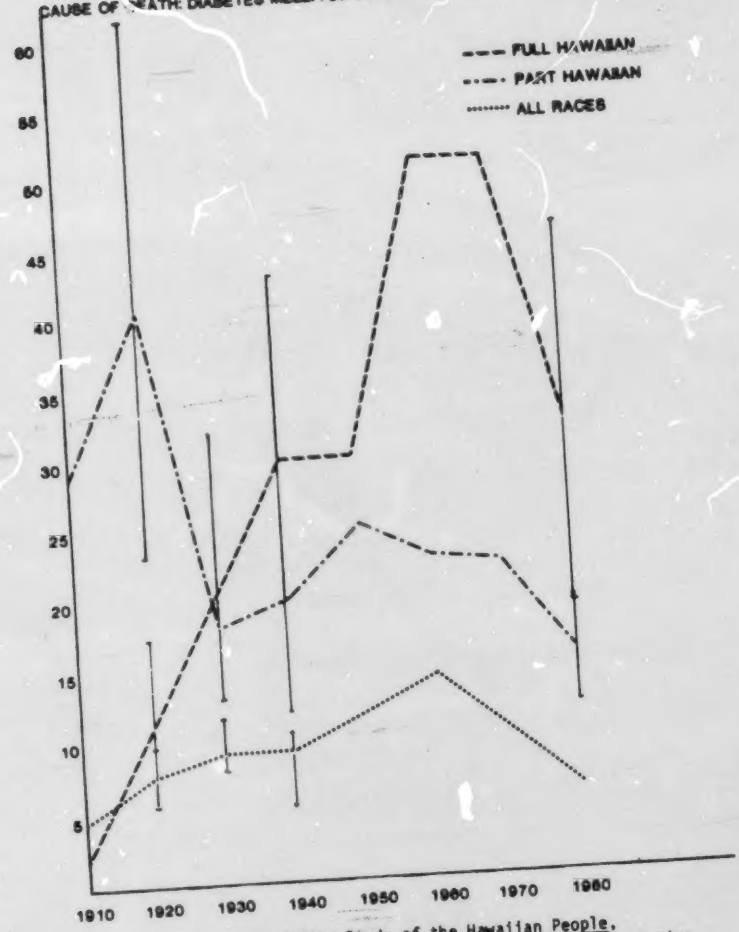
FIGURE 3 of 5



Source: A Mortality Study of the Hawaiian People, R & S Report, Issue No. 38, Research & Statistics Office, Hawaii State Department of Health, February 1982

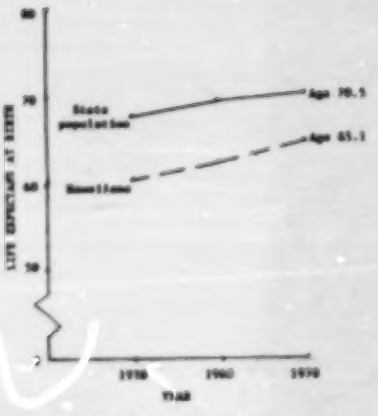
FIGURE 4 of 5

CAUSE OF DEATH: DIABETES MELLITUS BY STANDARDIZED RATES PER 100,000 POP.

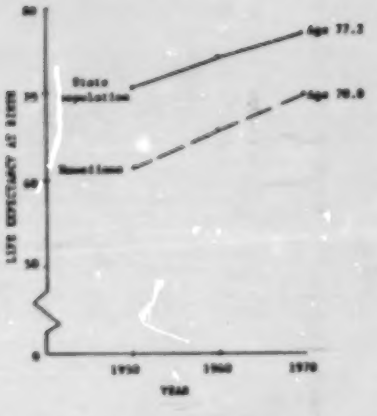


Source: A Mortality Study of the Hawaiian People, R & S Report, Issue No. 38, Research & Statistics Office, Hawaii State Department of Health, February 1982

FIGURE 5 of 5



MALE LIFE EXPECTANCY AT BIRTH, HAWAII

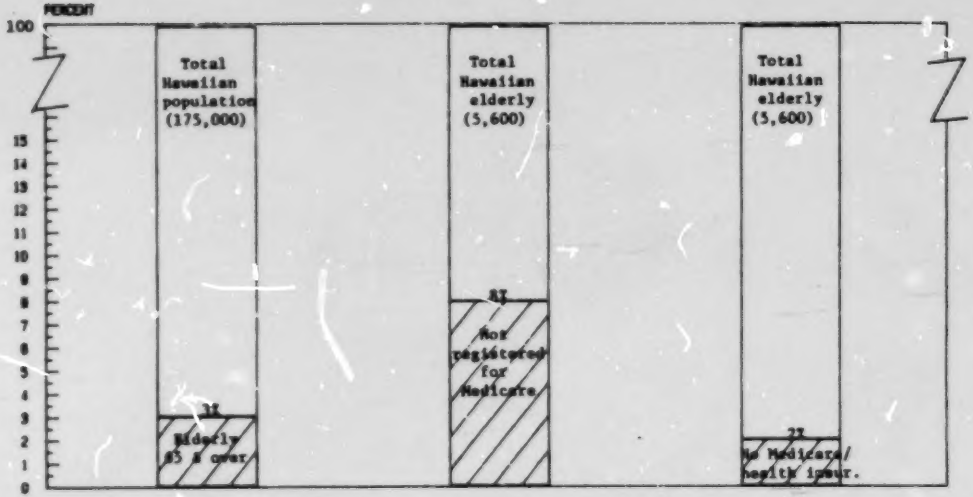


FEMALE LIFE EXPECTANCY AT BIRTH, HAWAII

Source: Life Tables by Ethnic Groups for Hawaii, R & S Report, Issue No. 26, Research & Statistics Office, Hawaii State Department of Health, June 1979.

APPENDIX A - Table 8

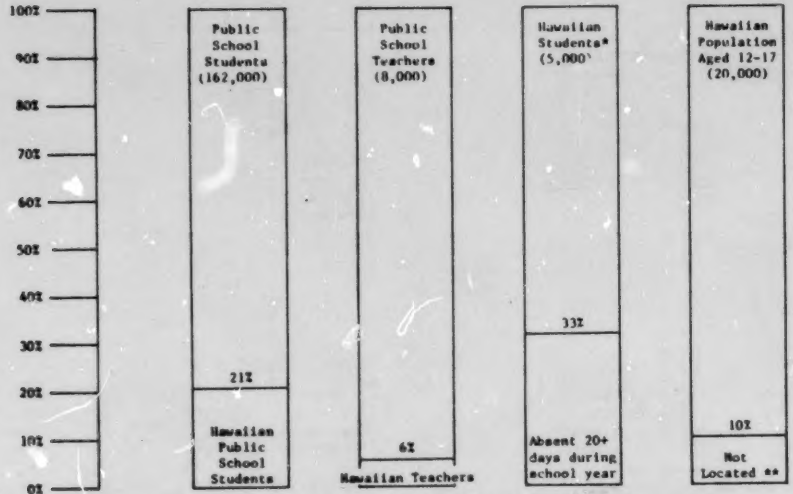
HAWAIIAN ELDERLY CONCERNS



Source: Study of Medicare and Health Insurance Coverage among Elderly Native Hawaiians, Research & Statistics Unit, ALU LIKE, Inc., Honolulu, Hawaii, September 1977.

APPENDIX A - TABLE 9

HAWAIIAN EDUCATION CONCERNS



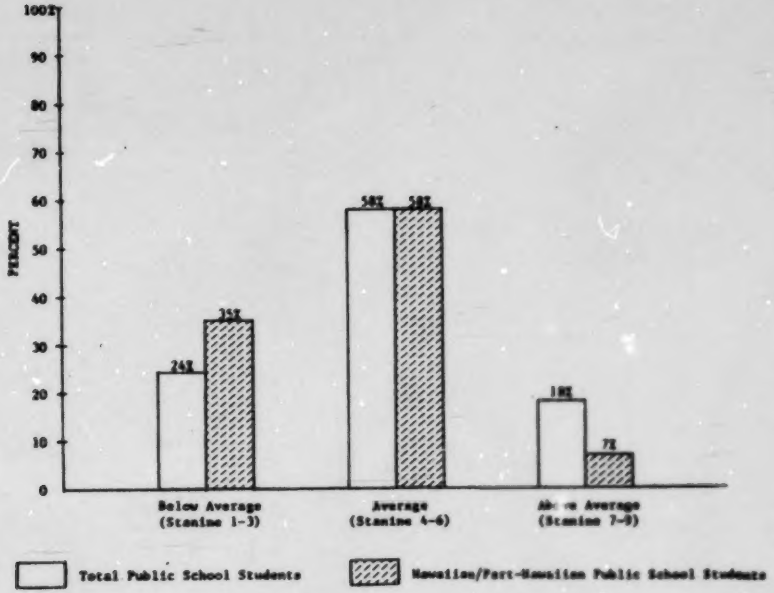
*Hawaiian Students = Hawaiian/Part-Hawaiian students in 16 Public, Intermediate and High School with over 40% Hawaiian/Part-Hawaiian enrollment.

**Estimates of Hawaiian population aged 12-17 minus Hawaiian Public and Private Intermediate and High School students. (Mobility of population, including military dependents, and other factors may reduce this percentage)

Source: Estimates generated by Alu Like based on 1979 data.

APPENDIX A - TABLE 9A

COMPARISON OF S.A.T. READING SCORES FOR
TOTAL AND HAWAIIAN PUBLIC SCHOOL STUDENTS, 1980

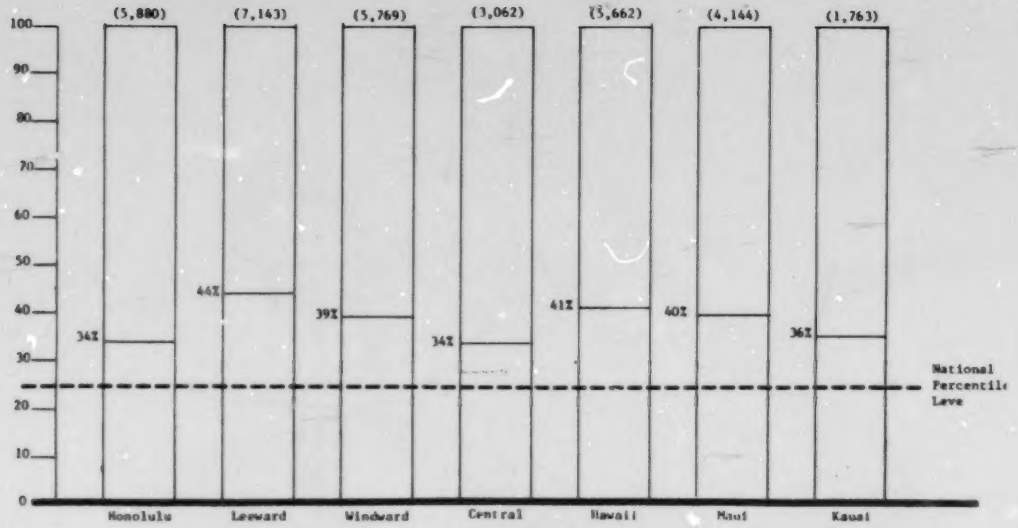


Source: The Kamehameha Schools Needs Assessment Update, 1980.

HAWAIIAN STUDENTS IN PUBLIC SCHOOLS WHO NEED EDUCATIONAL ASSISTANCE

APPENDIX A - TABLE 9B

(with S.A.T. Reading Scores in Stanines 1-3)



PUBLIC SCHOOL DISTRICTS

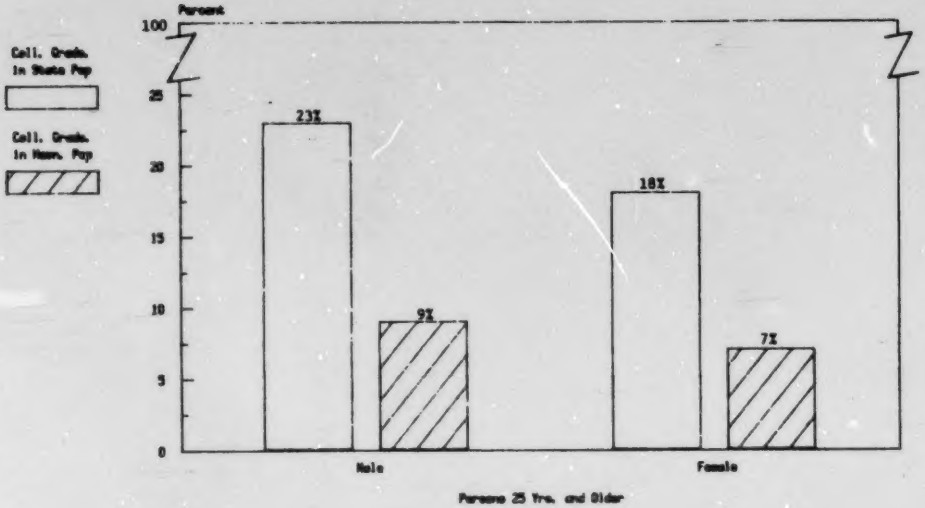
Students Who Need Assistance

Source: The Kamehameha Schools Needs Assessment Update, 1980

120

APPENDIX A - Table 9C

HAWAIIAN HIGHER EDUCATION CONCERNS

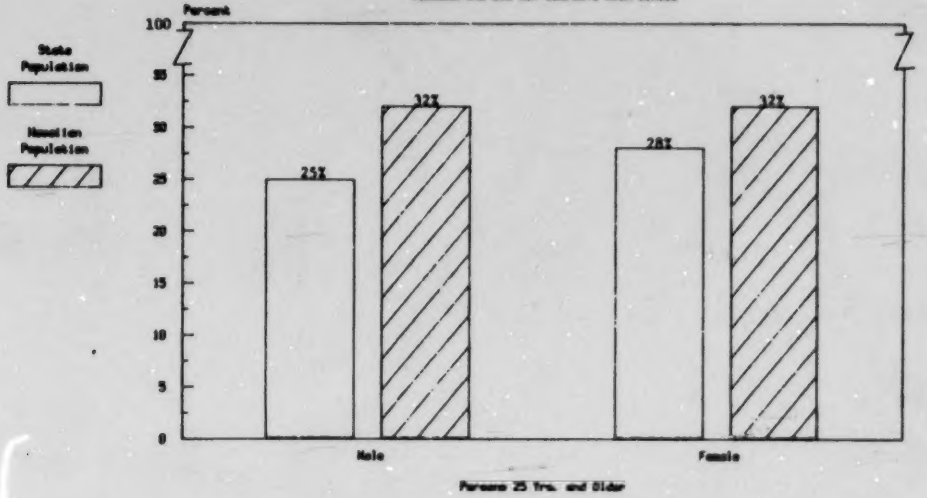


Source: 1980 Census of Population, General Social and Economic Characteristics: Hawaii, PC80-1-C13, Bureau of the Census, Washington DC, June 1983.

APPENDIX A — Table 9D

HAWAIIAN EDUCATION CONCERNS

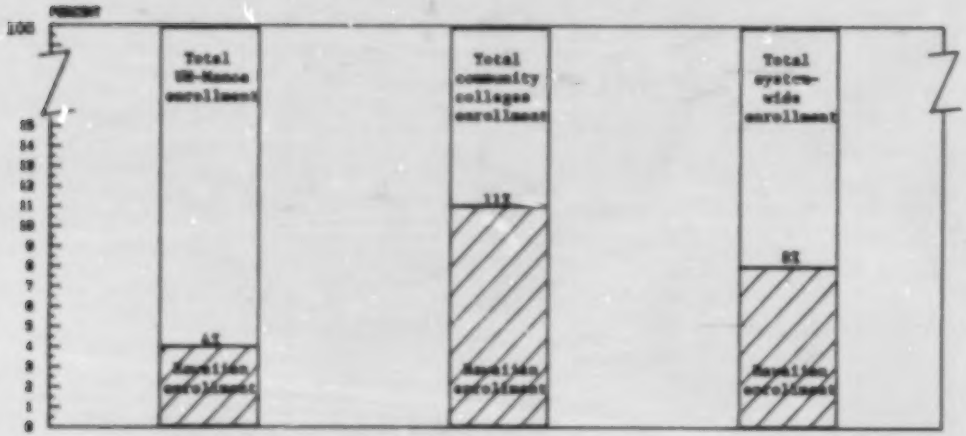
PERSONS WHO DID NOT COMPLETE HIGH SCHOOL



Source: 1980 Census of Population, General Social and Economic Characteristics: Hawaii, PC80-1-C13, Bureau of the Census, Washington DC, June 1983.

APPENDIX A - Table 9E

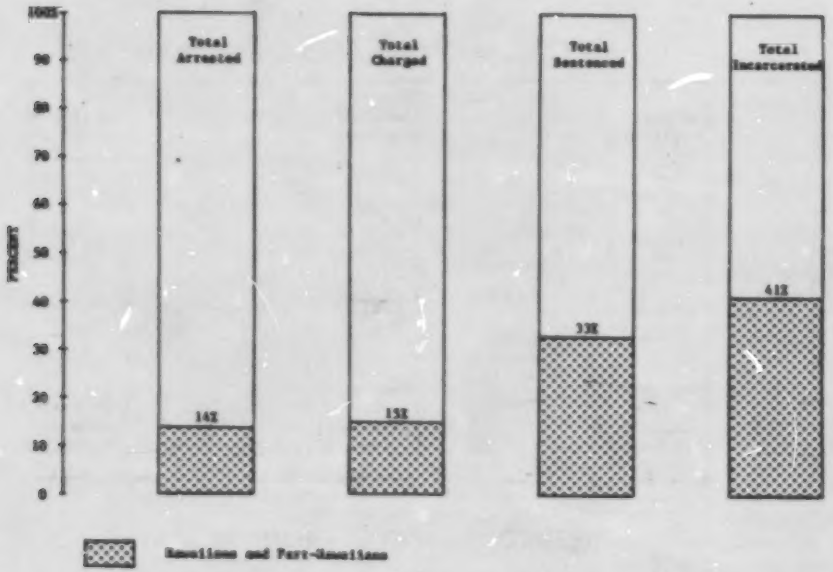
HAWAIIAN HIGHER EDUCATION CONCERNS



Source: Summary of Revised Estimates of Underrepresentation of Filipino and Hawaiian Enrollments at the University of Hawaii, Department of Sociology, University of Hawaii at Manoa, March 1983.

APPENDIX A - Table 10

HAWAIIAN CRIMINAL JUSTICE CONCERNS



Source: Crime and Justice Related to Native Hawaiians in the State of Hawaii, ALU LIKE, 1980.

Note: No data file is available to track the same cohort from Arrest to Incarceration; these statistics are from three data files ranging from 1975-1980.

DECEMBER 1976

APPENDIX B - NEEDS ASSESSMENT

A BRIEF SOCIOECONOMIC PROFILE OF THE NATIVE HAWAIIANS
IN THE STATE OF HAWAII

In 1975 about 150,000 persons of Hawaiian ancestry lived in the State of Hawaii. Representing approximately 16.7 percent of the State's residents, Native Hawaiians* are a young population with one-half 18 years of age or younger. Seventy percent of the Native Hawaiians live on the Island of Oahu; 16 percent on the big island of Hawaii; 10 percent on the Islands of Maui, Lanai, and Molokai combined; and 4 percent on the Island of Kauai.

Income and Welfare

In 1975, 62.6 percent of the Native Hawaiian people had no reportable income. Of those with income, nearly one-third (31.2 percent) received less than $4,000 a year.

Of the approximately 19,000 clients of the State Department of Social Services and Housing (DSSH) in 1975, 4,700 (25 percent) were adult Native Hawaiians. Of the 39,000 children receiving A.F.D.C. assistance, 12,000 (31 percent) were Native Hawaiian. Overall, approximately 30 percent of the State's welfare recipients are of Hawaiian ancestry, almost double their percentage of the total State population of 16.7 percent.

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*A Native Hawaiian is any person whose ethnicity is full-Hawaiian or part-Hawaiian - anyone with Hawaiian ancestry. This definition is based on P.L. 93-644, Title VIII of 1975 (Native American Programs Act of 1974) which states "Native Hawaiian means any individual any of whose ancestors were natives of the area which consists of the Hawaiian Islands prior to 1778."

Employment

In 1975 Native Hawaiian unemployment figures were almost double that for the State. Alu Like identified significant blocks to employment as: 1) a lack of basic education, 2) stereotyping and low self-image, and 3) a lack of skill training and job readiness orientation.

Native Hawaiians occupy only eight percent of the professional and managerial positions statewide. For example, of the Department of Social Services and Housing's 551 social workers and administrators, only 45 (8 percent) are Native Hawaiian although 30 percent of its clients are of Hawaiian ancestry.

Some efforts are reported by the private sector to employ Native Hawaiians at other than entry levels, but few have the necessary training to take advantage of the opportunities. Increased efforts are also being made toward entrepreneurship among Native Hawaiians, particularly in areas consistent with their lifestyle (aquaculture, agriculture, crafts, etc.). Initial capital and technical skills in marketing projections are major blocks.

Education

Native Hawaiian educational needs are varied and pressing. Most Native Hawaiians expressed frustration and anger at the public education system. Many see it as irrelevant to the current job market and a contradiction to their most cherished values of group cooperation and close personal relationship.

Public education in Hawaii is administered through one school district. In 1979 approximately 21 percent of the 173,000 students in the statewide district were of Hawaiian ancestry.

Of the district's 224 schools, 33 (15 percent) have enrollments of 40 percent or more Hawaiian ancestry.

In 1979 the State Department of Education had a staff of nearly 9,475 teachers, counselors and principals. Of that figure, only 660 (7 percent) were of Hawaiian ancestry.

In the 1977-78 school year, Native Hawaiian children tested in the public elementary schools scored on the average two stanines (11-20 percent) below the State average in reading and mathematics. Tenth graders were also found to be in a similar pattern.

Student absenteeism is seen as a significant variable in the quality of the Native Hawaiian's educational experience. In the 1960's and early 1970's the Queen Liliuokalani Children's Center found that test scores and absenteeism indicated that alienation and lack of success in schools were prevalent among many Native Hawaiian students. An Alu Like's 1979 study also found student absenteeism to be a significant problem. At public schools with 40 percent or more Native Hawaiians, the absenteeism rate was an average of 43 days, almost a quarter of the school year.

Native Hawaiian parents surveyed almost unanimously felt that it was important for their child to finish high school. Seventy-five percent of the parents felt college was also important. In contrast, only five percent of the enrollment at the University of Hawaii, Manoa Campus, is Native Hawaiian and ten percent at State community colleges.

Health

Native Hawaiians do not fare as well by many health indicators when compared to other ethnic groups in the State. Native Hawaiians have higher than average physical health problems for chronic conditions such as cancer, diabetes, gout, coronary heart diseases, dental health, and child and family nutrition. Self-reports of health conditions, such as days in bed, hospital visits and time lost from work are comparable with all other groups; however, Native Hawaiians have death rates at all ages higher than most other groups. The Native Hawaiian's life expectancy at birth is shorter than the State average by six to seven years.

The quality of health for the older Native Hawaiians is also dismal. Approximately 25 percent of elderly Native Hawaiians age 65 years or more have either not registered for Medicare or are not enrolled in a health care program. Many elderly Native Hawaiians continue to make use of traditional spiritual and folk remedies. Professional help might be sought only after traditional remedies have been exhausted, and then only if the health care provider's relationship is on a one to one basis.

The poorer than average health and lower than average income of elderly Native Hawaiians leave them especially vulnerable to high health care costs and inadequate health services.

Housing

Half of the Native Hawaiian population reported owning their own homes; however, many homes are quite modest and on subsidized land. Fee simple ownership of real estate is the exception in Hawaii since land costs are among the highest in the Nation. Many Native Hawaiian interviewed regard

the Hawaiian homeland program as a possible means of returning to the land; however, many have also become disenchanted with the program. Only 25,000 acres (3,000 lessees) of the total 200,000 acres are occupied by Native Hawaiians. Of Native Hawaiian homeland leases, 87 percent are for residential purposes, 11 percent for farm and 2 percent for pastoral purposes. In 1979 there are over 5,700 applicants seeking homeland leases -- 90 percent for residential usage, 6 percent for farm and 4 percent pastoral.

Native Hawaiians in all groups report a loss of pride and bitterness resulting from the historic loss of their homelands. Three-quarters of those interviewed expressed a desire to return to their self-sufficiency associated with living off the land and sea.

Legal Services

Legal assistance is a major problem among the Native Hawaiian population. Many Native Hawaiians are not eligible for poverty legal programs because they share an interest in land, yet cannot safeguard their interest without selling the land to pay legal costs. Some of the more pressing legal problems facing the Native Hawaiian are: land registration, title search, land access, water rights, and the preservation of sites of historic and religious significance.

Legal assistance on criminal matters is also needed. In 1977 arrest rates for persons of Hawaiian ancestry were lower or equal to the overall State rate; however, the incarceration rate for Native Hawaiians was twice as high. Since the types of crimes committed were not appreciably different from those of other ethnic groups, one explanation may be that Native Hawaiians are not receiving the same legal assistance and/or sentencing considerations. Disproportionate percentages of juvenile offenders are Native Hawaiian and come from homes receiving public assistance. Also disproportionate are the percentages of adult male offenders over 30 years of age having physical handicaps, mental health problems, and/or alcohol addiction.

In conclusion, the socioeconomic plight of the Native Hawaiian is generally worse than most ethnic groups in the State of Hawaii.

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APPENDIX C

HANDICAPPED YOUTH

General Background

Information and data on the handicapped in Hawaii is fragmented in terms of services provided, the definition of handicapped, and the agencies which share responsibility for serving the needs of the population. At least four State agencies provide services to the handicapped--the Department of Social Services and housing (Division of Vocational Rehabilitation), the Department of Health, the Department of Education (Special Education Branch), and the University of Hawaii (Community Colleges). The Division of Vocational Rehabilitation (DVR) has primary responsibility for placing physically or mentally handicapped persons in gainful employment. In estimating the total universe of need, the DVR uses the federal government formula which estimates those who could benefit from DVR services as 76.2 persons per 1,000 population. The estimate for FY-79 is given below.

Estimated Number of Handicapped Persons by County
By Age Groups, 1979*

Age	Hawaii	Kauai	Maui	Oahu	Statewide
15-19	466	201	354	4,315	5,336
20-24	525	227	400	4,865	6,017
25-29	445	193	338	4,118	5,094
30-34	349	151	266	3,235	4,001
35-39	449	195	340	4,162	5,146
40-44	468	202	357	4,332	5,359
45-49	857	371	652	7,936	9,816
50-54	701	303	533	6,493	8,030
55-59	945	409	719	8,752	10,825
60-64	773	335	588*	7,161	8,857
	5,978	2,587	4,547	55,369	68,481

*Source: Vocational Rehabilitation Office, Department of Social Services and Housing, State of Hawaii.

Special Education Enrollment

The DVR's estimates cover the handicapped 15 years and older. While the DVR's age groupings do not coincide with DOE grade levels 9-12, it is apparent from the figures below that not all handicapped youth are covered by DOE's Special Education classes and that there is a gap between those estimated to be in need and those who are receiving educational services.

Public School Special Education Students

	Total	K-6	7-8	9-12
State (includes special schools which are not included in county data)	9,026	4,163	1,995	2,868
City and County of Honolulu	6,616	3,194	1,536	1,884
Hawaii County	1,031	450	213	368
Kauai County	567	267	101	199
Maui County	549	207	115	227

Source: Hawaii Public School Enrollment, September 13, 1979, Hawaii Dept. of Education.

Ethnic data on the handicapped are limited although Table 16 shows the number of Hawaiians enrolled in DOE intermediate and high schools by county and by handicap which are other than physical. Of the four classifications reported, the largest number of Hawaiian students have some specific learning disability, which may be manifested in disorders of listening, thinking, talking, reading, writing, spelling or arithmetic. Specific learning disabilities may be associated with conditions which are also referred to as perpetual handicaps, brain injury, minimal brain dysfunction, dyslexia, or developmental phasia.[1] Those with specific learning disabilities account for over three-fourths of the number of non-physically handicapped Hawaiians in Fall, 1979.

TABLE 16

NATIVE HAWAIIANS BY HANDICAPPING CONDITIONS*- DOE INTERMEDIATE AND HIGH SCHOOLS

FALL 1979

(Percentage in Parentheses)

	Educable Mentally Retarded	Trainable Mentally Retarded	Seriously Emotionally Disturbed	Specific Learning Disability
Oahu	176	27	11	887
Kauai	10	1	-	77
Maui	71	2	1	91
Hawaii	49	10	-	181
Statewide - 1615 Total	306 (.189)	40(.024)	33(.020)	1236(.765)

*Does not include Partially sighted, Blind, Hard of Hearing, Deaf, Orthopedically Handicapped Multiply handicapped.

Source: ORE/OS/CR 532-2 (1979).

Department of Education Programs

Both under State law (Chapter 301, Hawaii Revised Statutes) and federal statute (Education of the Handicapped Act P.L. 94-142), DOE is mandated to ensure that all handicapped have equal educational opportunities through appropriate special education and related services. The DOE programs and services for handicapped include direct instructional services, provision of special equipment and instructional materials, consultation with parents, and the provision of individually designed school programs through specially trained staff which are designed to reduce, eliminate, or compensate for the handicapping effects on the student. The DOE must make available individualized program plans as well as career and vocational education to each handicapped student between the ages of three and 20. To supplement the educational programs, the Department of Health (DOh) is responsible for providing medical, health and therapeutic services while the Department of Social Services and Housing (DSSh) provides social and vocational rehabilitation services.[2]

For those students in special education who have employment potential, the DOE offers the Occupational Skills (OS) program which is designed to develop specific job skills. In the OS program the special education teacher and the occupational skills teacher work together to help the students become employable. In FY-- 75, the DOE served 1,846 handicapped students in grades 9-12 in its OS program in 35 high schools and four special schools, utilizing 290 part-time occupational skills instructors. Students were taught basic survival skills and were given the opportunity to work in actual occupational settings judged suitable for their capabilities. They were also provided with special counseling, learning tools and physical amenities for those

with physical handicaps. Nearly 80 percent of the program completors were placed on employment upon completion of the program.[3]

In addition to the OS programs, the DOE runs joint programs with DVR through the Special Education-Vocational Rehabilitation (SEVR) Work-Study Program which is designed for eligible handicapped students enrolled in special education programs in grades 10-12 or who were ages 16-20 in schools with ungraded special education programs. The SEVR program provides handicapped youth with academic, social, and vocational skills and competencies within the public school setting and in the community through paid work-experience.[4] No Hawaiian enrollment data were available for OS or SEVR.

Community Colleges

In FY- 79, the U.H. Community Colleges served 306 handicapped students in their vocational education programs but no ethnic breakdown was available.[5] The community colleges provided peer counseling, personal and vocational counseling, tutorial services, academic advising, and resource information to handicapped students. Other services and amenities included campus orientation and tours, registration priority, medical referrals, campus employment, employment information, reserved parking, and mobility aides. Special equipment provided for handicapped students included wheelchairs, braille typewriters, and tape recorders. Special services also included interpreters and transportation. Students with learning disabilities were also provided with developmental education courses in language arts and mathematics.

Although the community colleges did not have regular vocational programs for the handicapped as in the DOE, they did have several demonstration projects run specifically for the handicapped as follows:

Kopo Mai: A special needs program providing peer counseling and tutoring by students; a resource center where braille tape recorders, talking books, a braille writer, phone boosters, and accessible physical facilities were available; intensive on-campus services; and study aids.

Food Service Instructional Improvement Project: Competency-based curriculum designed for slow learners and economically and educationally handicapped students; included upgrading training for food service personnel already employed in the community.

Summer Orientation for Vocational Education Students with Special Needs: Counseling, basic skills upgrading, career exploration, and self development opportunities offered in preparation for a normal semester schedule.

Orientation Programs for Hearing-Impaired Students: Special opportunity to upgrade communication and study skills, become oriented to campus life and career possibilities.

Working with Special Children and Their Families: A two-semester course for students interested in careers related to serving handicapped persons, for paraprofessionals currently working with the handicapped, and for parents of handicapped children.

Training of Tutors to Assist Vocational Education Students with Handicapped Conditions.

Assuring Accessibility of Off-Campus Sites for Educational Experiences: A guide on what to look for in selecting off-campus learning sites so that handicapped students may participate.

Division of Vocational Rehabilitation

The DVR provides diagnostic services, training, guidance, job placement, maintenance, assistance in occupational licensing, tools, equipment, books and training materials, transportation costs, interpreter services for the blind, reader services to the blind, post-employment services, and other services to benefit the individual's employability. DVR also plays a key coordinative role in organizing and funding vocational training for the handicapped, but there is some indication of unmet needs since 70 percent of the people who contact the DVR are ineligible for DVR services or drop out

along the way. Approximately 48 percent of the people on the waiting list drop out before a vocational plan is drawn up, and the average wait for services is over six months with a long waiting list.[6]

Table 17 shows by age and by disability the number of Hawaiians served by DVR in FY- 79. The numbers in the youth category ages 14-21 totaled 382 Hawaiians. In the youth category, the largest number by disability were those who were mentally retarded (152 or 40 percent) followed by those (62) with mental disorders (alcoholism, drug addiction, personality/character disorder).

Employment and Training Programs

CETA programs do not regularly serve handicapped youth. Only one project, the Vocational Exploration and Experience Programs (VEEP) funded through a special Governor's grant, provides youth who are deaf or deaf with multiple disabilities with employment preparation and job placement. Participants were enrolled in the DOE's SEVR Work-Study Program and were also provided intensive individual career counseling, survival skills, and career employment service. In FY- 79, of the 31 participants enrolled in VEEP, 10 or 32 percent were Hawaiian.

nalysis and Implications

Because of the lack of information on handicapped Hawaiians being served by the various agencies, the analysis and implications of this target group are generalized as they affect all handicapped, including the Hawaiians. Assuming that all handicapped ages three to 20 will be identified by 1980 as is proposed by DOE under federal law, the question becomes how best to provide education and training to those with employment potential who can contribute partially or entirely to their self-support.

TABLE 17

REHABILITANTS SERVED BY VOCATIONAL REHABILITATION AND SERVICES FOR BLIND DIVISION

For FY 1979

By Age and Disability

DISABILITY	AGE: 18 & Under	19-21	22-25	26 & Over	Total
Blindness	7	1	2	16	26
Other Visual Impairments	9	3	0	9	21
Deafness	7	0	3	8	18
Other Hearing Impairments	8	1	1	4	14
Orthopedic Conditions Due To:					
Cerebral Palsy	0	0	1	1	2
Congenital Malformation	3	1	1	4	9
Other diseases	4	2	4	12	22
Arthritis/Rheumatism	1	1	2	21	25
Stroke	1	0	1	9	11
Polio	1	0	0	3	4
Muscular Dystrophy	0	0	0	1	1
Multiple Sclerosis	0	0	0	1	1
Spinal Cord Injury	3	0	1	20	24
Other accidents	1	12	13	118	144
Amputations	0	0	2	12	14
Psychotic Disorders	4	10	11	41	66
Psychoneurotic Disorders	8	6	7	16	37
Other Mental Disorders (alcoholism, drug addiction, personality/character disorders)	53	9	16	48	126
Mental Retardation	137	16	10	28	191
Nervous System Disorder	8	3	5	9	27
Cardiac & Circulatory Conditions	7	1	4	55	67
Respiratory Diseases	0	3	1	7	11
Digestive System Disorders	0	1	2	7	10
Allergic, Endocrine System, Metabolic & Nutritional Diseases	11	3	2	34	52
Other Disabling Conditions	14	18	10	67	109
Total:	287	93	101	549	1,032

Source: Division of Vocational Rehabilitation, Department of Social Services and Housing.

The DOE's OS program was originally designed to serve the mentally retarded, and only recently has begun to include those with learning disabilities, which is the largest identified handicapped group in the DOE system and the largest group (1,236 or 76.5 percent) for Hawaiian youth. Expansion of the OS program, then, is indicated especially to serve this group. There is also a need for an early assessment of a handicapped child's capabilities in order to provide an early exploration of appropriate skills and careers. This is considered especially important for the handicapped because of their greater isolation from the social mainstream and career role models.

The OS program also needs to adjust its services to include the physically handicapped. As mainstreaming reduces the enrollment of the visually and hearing impaired in special schools such as the Hawaii School for the Deaf and Blind, the regular schools will have to include these handicapped students in programs which provide vocational skills. This will require considerable inservice training courses since many DOE teachers and counselors do not have sufficient training or experience with the handicapped.

In the development of Individualized Education Programs (IEP) and the Individualized Written Rehabilitation Programs (IWRP) for handicapped students, it is generally acknowledged that there is a lack of coordination between the DOE, the DVR, the community colleges, and CETA programs as the DOE does not know how many of its handicapped students enroll in the community colleges and there is an overall lack of continuity for individuals moving from the DOE to the DVR system at age 20. CETA counselors also do not consistently identify the handicapped and there seems to be a general lack of knowledge of programs and communication among the different programs.[7]

No evaluations to assess the impact of the vocational education program for the handicapped at the secondary or post-secondary levels have been

conducted, although educational personnel in both school systems feel they have achieved acceptable completion rates. Nevertheless, in the program year 1977-78, over one-third of DVR's caseload with vocational objectives (381 cases) were unsuccessful closures, meaning a handicapped person had a plan but did not complete the program. To an extent, this has been attributed to staffing and budgetary limitations on DVR, but one estimate is that there are approximately 7,000 handicapped people who could benefit from some form of vocational or job skill training who are not receiving services at present. This may be a potential area for further exploration by ALU LIKE for its CETA funded programs.[8]

APPENDIX D

MENTAL HEALTH DATA ON THE NATIVE HAWAIIAN POPULATION

ALU LIKE has collected some pertinent data relating to mental health and substance abuse in the Native Hawaiian population. High rates of unemployment, low income levels, single-parenthood, advance age and poor health are known factors causing high stress levels and subsequent mental disorders.

In ALU LIKE's report, "Mortality and Morbidity of the Native Hawaiians," Table A-5 shows that cirrhosis of the liver, which is an indicator for alcohol abuse, causes about 3 percent of all deaths among Native Hawaiian adults (55-64 years). Looking at it another way, Native Hawaiians in this age group account for about 18 percent of deaths in the total population from this disease. This is much higher than their 9 percent representation in the State's total in this 55-64 age group. Native Hawaiian males over 64 years continue to account for about 19 percent of the deaths due to cirrhosis of the liver.

In the same report, Table A-12 indicates that suicides among male Native Hawaiian youth (15-24 years) are 31.3 percent of all suicides in this age group. Suicides account for about 10 percent of all male Native Hawaiian youth deaths. Statistical curves for suicide relate closely to the statistical curves for unemployment, that is, as unemployment rate increases, so does the suicide rate.

According to the R & S Report of the Department of Health, No. 22, September, 1979, the high rate among Native Hawaiian youth is unusual in the

suicide pattern. other ethnic groups have higher rates at older ages. The following figures indicate the age standardized rate per 100,000 population for Native Hawaiians (1968-72):

Caucasian	13.8
Hawaiian	22.5
Chinese	8.8
Filipino	11.9
Japanese	10.7
Korean	3.9

Another R & S Report of the Department of Health, No. 9, February, 1976, indicates that 16 percent of all Native Hawaiian children are living in households with female heads. This is compared to 7 percent of all children. The vital statistics in the Statistical Report of the Deparment of Health for 1978 (Table 22) indicate that this trend is not changing. The illegitimate birth ratio for Part-Hawaiian mothers is 324.1 and for Hawaiian mothers is 313.9 which are compared to 160.1 for all mothers. This ratio is the number of illegitimate births per 1,000 live births within the specific group.

The key to all these problems may very well be related to the low self-esteem induced in many Native Hawaiian youth during their years of cultural "indifference" in the school system. ALU LIKE's "A Report on Absenteeism in Public Schools which Have 40 Percent or More Native Hawaiian Students" indicates that there are higher percentages of Hawaiian students absent 7 or more days (who could be considered partial drop-outs) and their average days of absenteeism is more than other non-Hawaiian students.

Also, the percent of Native Hawaiian teachers is well below the percent of Native Hawaiian students in each school.

This lack of cultural match between service-providers and clients continues over into the health facilities. In the draft of the Minority Advisory

Committee on Alcohol, Drug Abuse and Mental Health Administration concerning their 1977 study, "Alcohol, Drug Abuse and Mental Health in Hawaii: A Pacific Asian Perspective," only 6.89 professional positions in the entire DOH are filled by Native Hawaiians. Of the 4 mental health facilities surveyed: Diamond Head, Kalihi-Palama, Central, and Windward Clinics, there are 77 professional positions. In 1975, none of these positions were filled by a Native Hawaiian.

In a recent survey (not yet completely analyzed) done by the DOH Mental Health Division's Ethno-cultural Task Force of the Mental Health Centers, very little usage was found of any specific cultural practices in the treatment of mentally disturbed Native Hawaiian clients.

In contrast, the Queen Liliuokalani Children's Center provided social services to 2,233 children on Oahu, 1,406 on the Big Island, and 1,715 on Molokai. This is a total of 5,354 children served in 1978. They use many culturally relevant techniques for treatment and are continuously studying their methods specifically for ethnic relevance.

The DSSH, in their "Title XX Social Service Program Plan for FY 1980," identify 13 service needs specially needed for Native Hawaiians in the following prioritized order:

Protective services for children and teenagers
Unmarried mother services
Job training services
Health support services
Counseling for children and teenagers
Foster care for children and teenagers
Drug help services
Residential emergency services
Protective services for women
Meals for children
Transportation for children and teenagers
Counseling for families
Day care services for children.

Senator INOUYE. Our next witness is Ms. Haroldeen Wakida, the president of the Hawaii State Teachers Association.

Welcome to the committee, Ms. Wakida.

STATEMENT OF HAROLDEEN WAKIDA, PRESIDENT, HAWAII STATE TEACHERS ASSOCIATION

Ms. WAKIDA. Thank you, Senator Inouye.

On behalf of HSTA, I appreciate the opportunity to testify before you today.

My name is Haroldeen Wakida, and I am president of the Hawaii State Teachers Association, the union which represents over 9,000 public schoolteachers, kindergarten through grade 12, in our beautiful State.

The HSTA is an affiliate of the 1.9 million member National Education Association, the NEA.

As you are no doubt aware, the vast majority of funds for education in the State of Hawaii comes from our State general funds. However, tens of millions of dollars also come from the Federal Government in a variety of ways for a variety of programs. And, as you also know, there is never enough money to adequately do the job.

We are here to concur with the Kamehameha school's request that this committee seriously consider including Native Hawaiians in the Indian Education Act. We believe that there are similar kind of needs and that the Native Hawaiian problems are very complex. A broad base of support coming from the Federal and State sources is required to attempt to resolve those problems.

As early as the 1979 NEA Representative Assembly, held in Detroit, MI, the 9,000 delegates to that convention adopted by an overwhelming majority a new business item entitled Native Hawaiian education legislation. That new business stated:

> The National Education Association recognizes that efforts to improve the educational opportunities of Native Hawaiians are needed, are long overdue, and are critically important to the Native Hawaiian population and to the Nation as a whole.
>
> The National Education Association directs its officers and staff to lobby in Congress for the passage of the proposed Native Hawaiian Education Act and any other legislation which pertains to the improvement of educational opportunities of Native Hawaiians.

The debate for passage of this new business item included the following:

> If Hawaiians are to attain their goals of self-sufficiency, full education opportunities must be made available. Education is considered by the Native Hawaiian community as a first priority toward attaining these goals.
>
> The Native Hawaiian Act for the first time will provide sufficient resources to focus on the educational problems of Hawaiians so that current and future generations will have maximum choices for productive participation in their communities. The results will benefit all the people of Hawaii, NEA, and our Nation. We must educate all of the children.

Congress subsequently established an Advisory Council on Native Hawaiian education to conduct a study of the education of Native Hawaiian children and to submit a report of its findings. Due to the lack of funding, the Kamehameha schools, because of its recognition of the importance of this type of study, agreed to underwrite costs of the assessment and preparation of the report.

The result is an extremely thorough and substantive report that includes baseline data, reliable information, and provides educational agencies with defined areas for targeting use of their resources.

Those of us who teach in Hawaii's public schools benefit directly from the findings of this report. We teach a wide variety of children from many cultural backgrounds. Any assistance in helping us to understand the cultural implications of any group of people is very important.

The report's findings compliment our Hawaiian studies program, the piloting of the Kamehameha Schools' Early Education Program, KEEP, in our public schools, Early Provisions for School Success, EPSS, Chapter 1 Programs, Comprehensive School Alienation Programs, CSAP, Students with Limited English Proficiency, SLEP, Special Education and General Education Programs.

The National Education Association also adopted a standing resolution in 1979 which recognizes the complexity and diversity of needs of the Asian and Pacific Islander children caused by historical neglect and recent changes in the political leadership in many Asian countries.

The Association believes that there is a national responsibility to serve these children's special needs by providing educational programs that guarantee Asian and Pacific Islander parents, teachers, community leaders, and interest groups an opportunity to preserve, promote, and perpetuate their heritage and culture.

The Association encourages the passage of Federal and State legislation that will provide financial support of Asian and Pacific Islander curriculum, preservice and continuing education of teachers, development of instructional materials, and the dissemination of information and programs.

We urge the Federal Government to establish special provisions to establish programs that specifically target the needs of Native Hawaiians. The extraordinary working relationship of the Federal Government, the Kamehameha Schools, and the State Department of Education needs to be encouraged.

The participation in the development, funding, and implementation of programs to help Hawaiian children is an essential outgrowth of the Native Hawaiian Assessment Report. We cannot afford to merely shelve this report.

The Federal role in assisting the State and local jurisdictions in providing a good education to children continues to be critical. We believe, as does the NEA, that the Federal role should be significantly enhanced to the point where it is funding public education in our Nation at a 30 percent level. We would urge that education be given a priority in line with the priority assigned to national defense, because we believe that our public education system cannot reasonably be separated from the defense needs of our Nation.

A well-trained and well-educated citizenry is essential to the defense of the Nation, and as such, the Federal role in funding for that education must be consistent with our goals of national peace and prosperity.

We are fully cognizant that funds are scarce and actively sought, and that a share of the funding pie could lead to an intense discussion as to the merits of the various programs, and that funds are too scarce to be shared with another group. However, most importantly, we must realize that we must educate all of the children.

We ask for this committee's favorable recommendation, and I thank you on behalf of the HSTA, NEA, and the children of Hawaii for the opportunity to have addressed you. Mahalo.

Senator INOUYE. I thank you very much, Ms. Wakida.

I asked Ms. Rubin whether the public school system in Hawaii was effectively meeting the special and unique needs of Native Hawaiian children.

Six years ago, the Constitutional Convention adopted a provision which required our school system to establish a Hawaiian studies program or cultural history program. In the 6 years, what has happened in our school system?

Ms. WAKIDA. We have seen the advancement of the Hawaiian studies programs in our elementary schools. We have kupunas working with our teachers collaboratively in developing programs to help our children to understand the culture.

I have a son who is now in the fourth grade and a part of those studies, and he seems to enjoy it tremendously. I was a teacher, a fourth grade teacher, who taught Hawaiian, but in reading the report, the Native Hawaiian Assessment Report, and in hearing reports about the Hawaiian studies programs, it seems to be quite a bit more than we offered in the fourth grade level. I believe that the children and teachers are benefiting from that program.

I believe there is a lot of growth going on, but as you know, State funds for education are very scarce. I know that we are on record in support of the Hawaiian studies program, but we also have to somehow balance that budget.

Senator INOUYE. Is this a mandatory study program?

Ms. WAKIDA. Yes, I believe it is.

Senator INOUYE. And at what grade levels?

Ms. WAKIDA. I believe it extends from the first to the sixth now, but soon the inclusion of kindergarten.

Senator INOUYE. In every grade?

Ms. WAKIDA. Yes, except for the secondary level. They still have Hawaiian studies at those levels.

Senator INOUYE. I am aware of what a kupuna is, but for the sake of the members of this committee, can you describe a kupuna?

Ms. WAKIDA. I believe it is the Hawaiian-speaking elders, teachers of the Hawaiian culture.

Senator INOUYE. Are they volunteers in the school system, or are they paid to teach?

Ms. WAKIDA. I believe they are compensated to some degree, but not really quite enough. But it is an excellent program because it provides Native Hawaiian concepts that you would not get from just any teacher. It also provides a basis for a relationship of the older group with the younger children. I feel it is working very well.

Senator INOUYE. Is this study program organized by the central office, or is it left to each school to establish?

Ms. WAKIDA. I believe it is organized by the central office. I have not had the opportunity to be involved in the Hawaiian studies programs because I am on leave right now, but I look forward to working in that program.

Senator INOUYE. I thank you very much, Ms. Wakida. You have been very helpful.

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Ms. WAKIDA. Thank you.

Senator INOUYE. Our last witness is the chairperson of the Office of Hawaiian Affairs. The Office of Hawaiian Affairs is a quasi-government agency which was established by the Constitutional Convention in 1978, and it has a special role to play in the affairs of Native Hawaiians, so I am pleased to welcome this morning the man in charge, Joseph Kealoha.

STATEMENT OF JOSEPH KEALOHA, CHAIRPERSON OF THE BOARD OF TRUSTEES, OFFICE OF HAWAIIAN AFFAIRS

Mr. KEALOHA. Thank you, Senator.

Although you will be focusing on education today, I would like to present information that will provide a broader understanding of the condition of Hawaiians and possible actions that Congress may take to help address our needs.

Specifically, I would like to present information on our office, the plight of Hawaiians, congressional actions that could help us, and why we believe the Federal Government should recognize Hawaiians as Native Americans such as the American Indians, who are entitled to numerous Federal assistance programs.

The Office of Hawaiian Affairs, created in 1978 by an amendment to the Hawaii State Constitution, is governed by a nine-member board of trustees elected by Hawaiian voters. OHA is the principal public agency in this State responsible for the performance, development, and coordination of programs, activities relating to Native Hawaiians and Hawaiians.

We have been mandated by law to serve as the receptacle for reparations, to act as a clearinghouse for Federal or State assistance involving Hawaiian projects, and to advise, inform, and coordinate Federal, State, and county activities relating to Hawaiian programs.

The poor social and economic conditions of Hawaiians are well documented in numerous studies. The two most recent studies have been authorized by Congress, the Native Hawaiian Educational Assessment Project Report, and the Native Hawaiians Study Commission Report, volumes I and II.

The education report finds that Hawaiians have the highest rate of academic and behavioral problems in schools, lower academic achievement, higher participation rates in social welfare programs, lower rates of enrollment in institutions of higher learning, and higher rates of truancy and dropouts than other ethnic groups in the State.

Both volumes of the study commission report indicate that Hawaiians suffer significantly higher unemployment than other residents of the State; higher rates of poverty and incarceration; the highest infant mortality; the lowest life expectancy; highest incidence of cancer; higher rates of respiratory conditions such as asthma; higher rates of personality disorders and mental retardation; and higher suicide rates and incidents of alcoholism.

Federal assistance to Hawaiians has been piecemeal and sporadic, but we believe that Congress may help solve this problem by allowing equal access to Federal programs available to other native Americans, such as Indians and Eskimos.

According to the research conducted by the Congressional Research Service, there are only a handful of statutes that specifically refer to Native Hawaiians. On the other hand, there are numerous programs specifically for Indians, including those for vocational training, health care improvement, self-determination and education.

Many of these programs would be equally valuable to Hawaiians. For example, among the findings of the NHEAP report is that Hawaiian and Indian children experience similar problems. Therefore, one of the recommendations is to implement tutoring, counseling, and cultural studies similar to those conducted under the Indian Education Act.

OHA urges Congress to include Native Hawaiians in the definition of native American for the purpose of allowing eligibility in all programs affected by such definition.

We further urge Congress to earmark funds specifically for Hawaiians within these native American programs.

Equal access to Federal programs will greatly increase the resources available to address needs of Hawaiians.

Why should Hawaiians receive Federal recognition as native Americans? The courts have long recognized the Federal Government's unique obligation toward native Americans, namely Indians, and have upheld legislation creating programs that benefit that class of people.

In addition, Hawaiians meet the original Federal criteria used to determine whether a group of Indians was entitled to Federal services. A Hawaii Bar Journal article reports that these criteria are: No. 1, whether the group entered into prior relations with the United States. Prior to the 1893 overthrow of the Hawaiian monarchy, the United States entered into several formal agreements and treaties with the Hawaiian kingdom.

No. 2, whether the group had been dominated by a tribe, by an act of Congress, or executive order. Native Hawaiians have been recognized by Congress in a number of acts.

No. 3, whether the group had been treated as a tribe by other Indian tribes. Although there is no evidence that other native American groups acknowledged Native Hawaiians, evidence exists that other third parties such as France, Great Britain, and Russia recognized the Kingdom of Hawaii.

No. 4, whether the group had been afforded collective rights to tribal lands or funds even though not expressly designated. Traditional Hawaiian land tenure involved collective rights to the land, as evidenced by the Hawaiian Constitution of 1840, which declared that the land belonged to the people in common with the king as trustee.

And, No. 5, whether the group had exercised political authority over its members through a tribal council or other governmental form. Political self-governance has existed for Native Hawaiians through the Hawaiian Kingdom which existed from 1810 to 1893, constitutional monarchy, and today through the Hawaiian Homes Commission and the Office of Hawaiian Affairs.

In summary, there are numerous problems and needs of the Hawaiians that should be addressed comprehensively. Although we strongly support Congress' various attempts at assisting Hawaiians such as authorizing the Native Hawaiian Educational Assessment project, we believe that one important measure that needs to be taken is the inclu-

sion of Hawaiians into programs that are available to other native Americans.

We believe this not only because our needs are great, but also because Hawaiians have the same trust relationship with the United States as other native Americans.

We also believe that when the Hawaiians do become eligible for all native American programs, there should be increased funding so that Hawaiians are not taking from what is already available to other native Americans.

Thank you for this opportunity to share with you information that will, hopefully, give you an idea of who we are, what our problems are, and how we believe you may help us and why we believe the Federal Government should recognize Native Hawaiians as native Americans.

[The prepared statement follows. Testimony resumes on p. 178.]

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OFFICE OF HAWAIIAN AFFAIRS

TESTIMONY BEFORE THE U. S. SENATE SELECT COMMITTEE

ON INDIAN AFFAIRS

March 21, 1984

Honorable Senator Mark Andrews and Members of the Senate Select Committee on Indian Affairs:

My name is Joseph Kealoha, Chairperson of the Board of Trustees, Office of Hawaiian Affairs (OHA). Although you will be focusing on the Indian Education Act and the Native Hawaiian Education Needs Assessment today, I would like to present information that will provide a broader understanding of the condition of Hawaiians and possible actions that Congress may take to help address our needs.

Specifically, I would like to present information on:

1. our Office;
2. the plight of Hawaiians;
3. our efforts to better the condition of Hawaiians;
4. Congressional actions that could help us; and
5. why we believe the federal government should recognize Hawaiians as Native Americans, such as the American Indians who are entitled to numerous federal assistance programs.

THE OFFICE OF HAWAIIAN AFFAIRS

The Office of Hawaiian Affairs is governed by a nine-member Board of Trustees elected by Hawaiian voters. OHA was created in 1978 by an amendment to the Hawaii State Constitution. The basis for its establishment, however, dates back to our State Admission Act of 1959. The Act created a public land trust, the proceeds of which were to be used for five purposes. One of the purposes was the betterment of conditions for native Hawaiians, as defined by the Hawaiian Homes Commission Act; that is Hawaiians with at least 50% quantum Hawaiian blood. In 1979, the legislature passed Act 196 which established the basic structure of OHA. This act, which was subsequently codified as Chapter 10, HRS, set out the basic purposes, powers, duties, and responsibilities of OHA. Chapter 10 established OHA as the "principal public agency in this State responsible for the performance, development, and coordination of programs and activities relating to native Hawaiians (those with at least 50% blood quantum) and Hawaiians." Chapter 10 also mandates

OHA to serve as a receptacle for reparations and to act as a clearinghouse for federal or state assistance involving Hawaiian programs and projects. OHA is also responsible for advising, informing and coordinating federal, state and county activities relating to Hawaiian programs. For your convenience, a copy of Chapter 10 is attached as Appendix A.

THE PLIGHT OF THE HAWAIIANS

The poor social and economic condition of Hawaiians is well documented in numerous studies. The Native Hawaiian Educational Assessment Project (NHEAP) Report finds that Hawaiians have the highest rate of academic and behavioral problems in schools; lower academic achievement; higher participation rates in social welfare programs; lower rates of enrollment in institutions of higher learning; and higher rates of truancy and dropouts than other ethnic groups in the State.

Another study recently authorized by Congress, the Native Hawaiians Study Commission Report, volumes I and II, indicate that Hawaiians suffer significantly higher unemployment than other residents of the State; higher rates of poverty and incarceration; the highest infant mortality; the lowest life expectancy; highest incidence of cancer; higher rates of respiratory conditions, such as asthma; higher rates of personality disorders and mental retardation; and higher suicide rates and incidence of alcoholism.

In addition, the American Cancer Society's "Cancer Facts and Figures for Minority Americans 1983" reports that the highest incidence rates of cancer occur among Hawaiians. The study also states that white women and Hawaiian women in Hawaii are reported to have the highest incidence of breast and uterine cancers. In addition, a needs assessment survey conducted by the Alcohol and Drug Abuse Branch of the Mental Health Division of the Hawaii State Department of Health reported that "The alcohol abusers having reported problems due to their usage, are predominantly male, 26 years of age and older, and are likely to be either Caucasian or Hawaiian."

EFFORTS TO BETTER THE CONDITION OF HAWAIIANS

Numerous agencies have been established to help meet various needs of the Hawaiians. For example, Alu Like, Inc., a private non-profit agency, provides job training and placement for Hawaiians. The Hawaii Department of Hawaiian Home Lands' primary purpose is to place native Hawaiians back on to Homestead Lands; Liliuokalani Trust was established for the benefit of Hawaiian orphans; Lunalilo Home Trust funds a nursing home for Hawaiians; and Bishop Estate/Kamehameha Schools provides educational opportunities for Hawaiian children.

OHA's mandate to better the condition of Hawaiians is so broad that we have chosen to channel our resources into three major areas which represent the three major goals of OHA as stated in our Master Plan: promotion of social and economic self-sufficiency and self-determination; the preservation and perpetuation of the Hawaiian culture; and increased participatioon in the democratic process. A copy of the summary of our Master Plan is attached as Appendix B.

Under the goal of promoting social and economic self-sufficiency, OHA has sponsored programs that relate to health, human services, economic development and education . For example, OHA is partially funding a pilot residential alcoholic rehabilitation program for Native Hawaiian men. We have used our grant from the Administration for Native Americans (ANA) to inventory and analyze human service programs for the purpose of identifying gaps and assessing performance of programs in meeting the needs of Hawaiians. OHA has also developed a business assistance program and is working on the establishment of a Minority Enterprise Small Business Investment Corporation (MESBIC).

In the area of education, we have contracted with an educational specialist to recruit and train Hawaiian elders (kupuna) knowledgable in Hawaiian language, culture and history to teach in the State public schools under the Hawaiian Studies Program. The success of the Hawaiian Studies Program depends on the ability to maintain a steady supply of qualified kupuna. This progra,

mandated by a 1978 Constitutional amendment, has been extremely succeasful in exposing children of all ethnic backgrounds to the richness of the Hawaiian culuture, providing a source of pride and improved self-image for Hawaiian children.

Attached is a copy of our Status Report which contains information on all OHA programs (Appendix C).

These programs just touch the surface of the many needs of the Hawaiian people. Much more has to be done, but the resources to address these needs are very limited. OHA receives approximately $1.2 million annually as its pro rata share of the proceeds from the public land trust. The use of these funds is restricted to programs that benefit those who are at least one-half Hawaiian. According to preliminary results of a population survey we conducted, only 27% of the total Hawaiian population or 49,000 of 183,000, fit into the category of native Hawaiian with at least 50% blood quantum. At the present time, we receive only $78,000 from the federal government in the form of a competitive ANA grant, which can be used for any Hawaiian, regardless of blood quantum.

FEDERAL ASSISTANCE

Assistance to Hawaiians has been piecemeal. Although OHA has the authority and mandate to address the comprehensive needs of Hawaiians, we are limited by our budget and the restriction of the type of beneficiaries by blood quantum. But these are problems that Congress may help us solve. One possible solution is to allow equal

access to federal programs that are available to other Native Americans, such as the Indians. According to research conducted by the Congressional Research Service, "(m)any statutes deal with 'Indians' or 'Native Americans.' Generally, these laws are not applied automatically to Hawaiian Natives." The research lists the handful of statutes that specifically refer to "Native Hawaiians" (see Appendix D).

On the other hand, there are numerous programs listed in the Catalog of Federal Domestic Assistance specifically for Indians, including those for vocational training, health care improvement, self-determination and education. There are over a dozen programs managed by the Bureau of Indian Affairs alone, much less those programs set aside for Indians in other departments, such as the Department of Education, Department of Health and Human Services and Office of Personnel Management. Many of these programs would be equally valuable to Hawaiians. For example, among the findings of the NHEAP report is that there are many similarities between the problems of Hawaiian and Indian children. Therefore, one of the recommendations is to implement tutoring, counseling and cultural studies similar to those conducted under the Indian Education Act.

OHA is aware of this inequitable recognition and treatment of Hawaiians as a group of Native Americans and has adopted a resolution urging Congress to include Native Hawaiians in the definition of Native American and to extend to Native Hawaiians eligibility in all programs affected by such definition without

prejudice. A copy of our resolution is attached as Appendix E. We further urge Congress to earmark funds specifically for Hawaiians within these Native American programs. Equal access to federal programs will greatly increase the resources available to address needs of Hawaiians.

Services could be provided to more Hawaiians if there were a single definition of "Native Hawaiian" without reference to blood quantum. Congress currently uses two definitions of Native Hawaiian. Under the Hawaiian Homes Commission Act of 1920, a native Hawaiian is defined as having at least 50% Hawaiian blood; whereas the Native American Programs Act of 1973 defines a Native Hawaiian as having any quantum of Hawaiian blood. CHA has taken action to resolve this problem by adopting a resolution urging Congress to establish a single definition of Native Hawaiian without reference to blood quantum, and to provide appropriate protections to guarantee the rights and privileges of current Hawaiian Homes beneficiaries. A copy of the resolution is also attached (Apendix F).

We understand that there is a measure currently before the Senate that may also be beneficial to Hawaiians. It is Senate Bill 171, introduced by Senators Inouye and Matsunaga, that would amend the proposed Indian Health Care Improvement Act to ensure that the Department of Health and Human Services will conduct a comprehensive study of the unique health care needs of Native Hawaiians. We strongly support this bill as a measure to help address the health needs of Hawaiians.

WHY HAWAIIANS SHOULD RECEIVE FEDERAL RECOGNITION AS NATIVE AMERICANS

OHA believes that a comprehensive approach to aiding Hawaiians would be to allow them equal access to programs that are available to other Native Americans. The Courts have long recognized the Federal government's unique obligation toward Native Americans, namely Indians, and have upheld legislation creating programs that benefit that class of people. These programs are based on a:

> unique relationship conferred upon the Federal Government by the Constitution to deal with the political entities of the aboriginal peoples who had inhabited the area that became the U.S. prior to European colonization.

The Congressionl Research Service memo from which the above excerpt is taken further states that:

> The same reasoning that we used to infer a trust relationship between the U.S. Government and the Indian tribes would seem to be capable of being applied to the relationship with native Hawaiians.

In addition, Hawaiians meet the original federal criteria used to determine whether a group of Indians was entitled to Federal services. These criteria, as reported in a Hawaii Bar Journal article "A Case for Reparations for Native Hawaiians," are:

1. Whether the group entered into prior relations with the United States;

   --Prior to the 1893 overthrow of the Hawaiian monarchy, the United States entered into several formal treaties and agreements with the Hawaiian Kingdom.

2. Whether the group had been denominated a tribe by an act of Congress or Executive Order;

   --Native Hawaiians have been recognized by Congress in a number of acts. Appendix D lists all of the acts in which Native Hawaiians have been mentioned.

3. Whether the group had been treated as a tribe by other Indian tribes;

   --Although there is no evidence that other Native American groups acknowledged Native Hawaiians, evidence exists that other third parties such as France, Great Britain and Russia recognized the Kingdom of Hawaii.

4. Whether the group had been afforded collective rights to tribal lands or funds, even though not expressly designated;

—Traditional Hawaiian land tenure involved collective rights to the land, as evidenced by the Hawaiian Constitution of 1840 which declared that the land belonged to the people in common, with the King acting as trustee. Additionally, in the case of Liliuokalani versus the United States, the court held that the King did not own the Crown lands as an individual but that the lands were reserved to the Crown whose chief beneficiaries were the Hawaiian Nation and its people.

5. Whether the group had exercised political authority over its members, through a tribal council or other governmental form.

—Political self-governance has existed for Native Hawaiians through the Hawaiian Kingdom, which existed from 1810 to 1893; the constitutional monarchy; and today through the Hawaiian Homes Commission and the Office of Hawaiian Affairs.

The Department of Interior, however, added another criteria in 1978 to restrict federal recognition to groups located on the continental United States, thus excluding Native Hawaiians. The Hawaii Bar Journal article questions the constitutionality of this criteria, however, stating that although the Equal Protection Clause of the Constitution does not preclude classification for the purposes of legislation, it does require that classifications "be reasonable, not arbitrary, and must rest upon some ground of difference having a fair and substantial relation to the object of the legislation, so that all persons similarly circumstanced shall be treated alike." The experiences of the Native Hawaiians and the Indians are similar in all other respects besides geography. It is totally arbitrary to use the geographical difference as the basis for excluding Hawaiians from programs and legislation benefitting Native Americans.

SUMMARY

In summary, there are numerous problems and needs of the Hawaiians that should be addressed comprehensively. Although we strongly support Congress' various attempts at assisting Hawaiians, such as authorizing the Native Hawaiian Education Assessment Project, we believe that one important measure that needs to be taken is the inclusion of Hawaiians into programs that are available to other Native Americans. We believe this not only because our needs are great, but also because Hawaiians have the same trust

relationship with the United States as other Native Americans. We also believe that when the Hawaiians do become eligible for all Native American programs, that there should be increased funding so that Hawaiians are not taking from what is already available to other Native Americans.

OHA is dedicated to seeking the betterment of conditions for Hawaiians in all aspects of life. We are responsible for working with all levels of government in our endeavors, and believe that if we all work with the spirit of cooperation improvement can be made to meet the needs of Hawaiians.

I thank you for this opportunity to share with you information that will, hopefully, give you a good idea of who we are, what our problems are, how we have tried to deal with our problems, how we believe you may help us and why we believe the federal government should recognize Native Hawaiians as Native Americans.

APPENDICES

A - Chapter 10, Hawaii Revised Statutes

B - Summary of OHA Master Plan

C - OHA Status Report [Retained in Committee files.]

D - Statutes That Specifically Refer to Native Hawaiians

E - Resolution Urging the Congress of the United States to Include Native Hawaiians in the Definition of Native American and to extend to Native Hawaiians Eligibility in all Programs Affected by Such Definition Without Prejudice

F - Resolution Urging Congress to Establish a Single Definition of Native Hawaiian Without Reference to a Blood Quantum, and to Provide Appropriate Protections to Guarantee the Rights and Privileges of Current Hawaiian Homes Beneficiaries

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APPENDIX A

[CHAPTER 10]
OFFICE OF HAWAIIAN AFFAIRS

SECTION

[10-1] DECLARATION OF PURPOSE
[10-2] DEFINITIONS
[10-3] PURPOSE OF THE OFFICE
[10-4] OFFICE OF HAWAIIAN AFFAIRS; ESTABLISHED; GENERAL POWERS
[10-5] BOARD OF TRUSTEES; POWERS AND DUTIES
[10-6] GENERAL DUTIES OF THE BOARD
[10-7] BOARD OF TRUSTEES
[10-8] ORGANIZATION; QUORUM; MEETING
[10-9] COMPENSATION; EXPENSE
[10-10] ADMINISTRATOR; APPOINTMENT, TENURE, REMOVAL
[10-11] SALARY OF THE ADMINISTRATOR
[10-12] ASSISTANT; STAFF
[10-13] APPROPRIATIONS; ACCOUNTS; REPORTS
[10-13.5 USE OF PUBLIC LAND TRUST PROCEEDS]
[10-14] BUDGET, AUDITING
[10-15] ANNUAL REPORT
[10-16] SUITS

[§10-1] Declaration of purpose. (a) The people of the State of Hawaii and the United States of America as set forth and approved in the Admission Act, established a public trust which includes among other responsibilities, better-

ment of conditions for native Hawaiians. The people of the State of Hawaii reaffirmed their solemn trust obligation and responsibility to native Hawaiians and furthermore declared in the state constitution that there be an office of Hawaiian affairs to address the needs of the aboriginal class of people of Hawaii.

(b) It shall be the duty and responsibility of all state departments and instrumentalities of state government providing services and programs which affect native Hawaiians and Hawaiians to actively work toward the goals of this chapter and to cooperate with and assist wherever possible the office of Hawaiian affairs. [L 1979, c 196, pt of §2]

[§10-2] Definitions. In this chapter, if not inconsistent with the context:

(1) "Office" means the office of Hawaiian affairs;
(2) "Board" means the board of trustees;
(3) "Administrator" means the administrator of the office of Hawaiian affairs;
(4) "Native Hawaiian" means any descendant of not less than one-half part of the races inhabiting the Hawaiian Islands previous to 1778, as defined by the Hawaiian Homes Commission Act, 1920, as amended; provided that the term identically refers to the descendants of such blood quantum of such aboriginal peoples which exercised sovereignty and subsisted in the Hawaiian Islands in 1778 and which peoples thereafter continued to reside in Hawaii;
(5) "Hawaiian" means any descendant of the aboriginal peoples inhabiting the Hawaiian Islands which exercised sovereignty and subsisted in the Hawaiian Islands in 1778, and which peoples thereafter have continued to reside in Hawaii;
(6) "Beneficiary of the public trust entrusted upon the office" means native Hawaiians and Hawaiians. [L 1979, c 196, pt of §2]

[§10-3] Purpose of the office. The purposes of the office of Hawaiian affairs include:

(1) The betterment of conditions of native Hawaiians. A pro rata portion of all the funds derived from the public land trust shall be funded in an amount to be determined by the legislature for this purpose, and shall be held and used solely as a public trust for the betterment of the conditions of native Hawaiians. For the purpose of this chapter, the public land trust shall be all proceeds and income from the sale, lease, or other disposition of lands ceded to the United States by the Republic of Hawaii under the joint resolution of annexation, approved July 7, 1898 (30 Stat. 750), or acquired in exchange for lands so ceded, and conveyed to the State of Hawaii by virtue of section 5(b) of the Act of March 18, 1959 (73 Stat. 4, the Admissions Act), (excluding therefrom lands and all proceeds and income from the sale, lease, or disposition of lands defined as "available lands" by section 203 of the Hawaiian Homes Commission Act, 1920, as amended), and all proceeds and income from the sale, lease, or other disposition of lands retained by the United States under sections 5(c) and 5(d) of the Act of March 18, 1959, later conveyed to the State under section 5(c);
(2) The betterment of conditions of Hawaiians;
(3) Serving as the principal public agency in this State responsible for the performance, development, and coordination of programs and activities relating to native Hawaiians and Hawaiians; except that the Ha-

waiian Homes Commission Act, 1920, as amended, shall be administered by the Hawaiian homes commission;

(4) Assessing the policies and practices of other agencies impacting on native Hawaiians and Hawaiians, and conducting advocacy efforts for native Hawaiians and Hawaiians;

(5) Applying for, receiving, and disbursing, grants and donations from all sources for native Hawaiian and Hawaiian programs and services; and

(6) Serving as a receptacle for reparations. [L 1979, c 196, pt of §2]

[§10-4] Office of Hawaiian affairs; established; general powers. There shall be an office of Hawaiian affairs constituted as a body corporate which shall be a separate entity independent of the executive branch. The office, under the direction of the board of trustees, shall have the following general powers:

(1) To adopt, amend, and repeal by-laws governing the conduct of its business and the performance of the powers and duties granted to or imposed upon it by law;

(2) To acquire in any lawful manner any property, real, personal, or mixed, tangible or intangible, or any interest therein; to hold, maintain, use, and operate the same; and to sell, lease, or otherwise dispose of the same at such time, in such manner and to the extent necessary or appropriate to carry out its purpose;

(3) To determine the character of and the necessity for its obligations and expenditures, and the manner in which they shall be incurred, allowed, and paid, subject to provisions of law specifically applicable to the office of Hawaiian affairs;

(4) To enter into and perform such contracts, leases, cooperative agreements, or other transactions with any agency or instrumentality of the United States, or with the State, or with any political subdivision thereof, or with any person, firm, association, or corporation, as may be necessary in the conduct of its business and on such terms as it may deem appropriate;

(5) To execute, in accordance with its by-laws, all instruments necessary or appropriate in the exercise of any of its powers; and

(6) To take such actions as may be necessary or appropriate to carry out the powers conferred upon it by law. [L 1979, c 196, pt of §2]

[§10-5] Board of trustees; powers and duties. The board shall have the power in accordance with law to:

(1) Manage, invest, and administer the proceeds from the sale or other disposition of lands, natural resources, minerals, and income derived from whatever sources for native Hawaiians and Hawaiians, including all income and proceeds from that pro rata portion of the trust referred to in section 10-3, of this chapter;

(2) Exercise control over real and personal property set aside to the office by the State of Hawaii, the United States of America, or any private sources, and transferred to the office for native Hawaiians and Hawaiians;

(3) Collect, receive, deposit, withdraw, and invest money and property on behalf of the office;

(4) Formulate policy relating to the affairs of native Hawaiians and Hawaiians, provided that such policy shall not diminish or limit the

benefits of native Hawaiians under Article XII, section 4, of the state constitution;

(5) Otherwise act as a trustee as provided by law;

(6) Delegate to the administrator, its officers and employees such powers and duties as may be proper for the performance of the powers and duties vested in the board;

(7) Provide grants to public or private agencies for pilot projects, demonstrations, or both, where such projects or demonstrations fulfill criteria established by the board;

(8) Make available technical and financial assistance and advisory services to any agency or private organization for native Hawaiian and Hawaiian programs, and for other functions pertinent to the purposes of the office of Hawaiian affairs. Financial assistance may be rendered through contractual arrangements as may be agreed upon by the board and any such agency or organization; and

(9) Adopt and use a common seal by which all official acts shall be authenticated. [L 1979, c 196, pt of §2]

[§10-6] General duties of the board. (a) The general duties of the board shall be:

(1) To develop, implement, and continually update a comprehensive master plan for native Hawaiians and Hawaiians which shall include, but not be limited to, the following:
   (A) Compilation of basic demographic data on native Hawaiians and Hawaiians;
   (B) Identification of the physical, sociological, psychological, and economic needs of native Hawaiians and Hawaiians;
   (C) Establishment of immediate and long-range goals pursuant to programs and services for native Hawaiians and Hawaiians;
   (D) Establishment of priorities for program implementation and of alternatives for program implementation; and
   (E) Organization of administrative and program structure, including the use of facilities and personnel;

(2) To assist in the development of state and county agency plans for native Hawaiian and Hawaiian programs and services;

(3) To maintain an inventory of federal, state, county, and private programs and services for Hawaiians and native Hawaiians and act as a clearinghouse and referral agency;

(4) To advise and inform federal, state, and county officials about native Hawaiian and Hawaiian programs, and coordinate federal, state, and county activities relating to native Hawaiians and Hawaiians;

(5) To conduct, encourage, and maintain research relating to native Hawaiians and Hawaiians;

(6) To develop and review models for comprehensive native Hawaiian and Hawaiian programs;

(7) To act as a clearinghouse for applications for federal or state assistance to carry out native Hawaiian or Hawaiian programs or projects;

(8) To apply for, accept and administer any federal funds made available or allotted under any federal act for native Hawaiians or Hawaiians; and

(9) To promote and assist the establishment of agencies to serve native Hawaiians and Hawaiians.

(b) The board shall have any powers which may be necessary for the full and effective performance and discharge of the duties imposed by this chapter, and which may be necessary to fully and completely effectuate the purposes of this chapter. [L 1979, c 196, pt of §2]

[§10-7] Board of trustees. The office of Hawaiian affairs shall be governed by a board to be officially known as the board of trustees, office of Hawaiian affairs. Members of the board shall be elected in accordance with chapter 13D, with reference to sections 11-1.5, 11-25, 12-5, [and] 12-6, and vacancies shall be filled in accordance with section 17-7. [L 1979, c 196, pt of §2]

Revision Note

Bracketed "and" was added.

[§10-8] Organization; quorum; meeting. The board, at its first meeting after an election, shall elect from its own membership a chairperson and a vice-chairperson who shall serve a term of two years. Their election shall be immediately certified by the board to the lieutenant governor.

A majority of all members to which the board is entitled shall constitute a quorum to do business. The concurrence of a majority of all members to which the board is entitled shall be necessary to make any action of the board valid; provided that due notice shall be given to all members.

Meetings shall be called and held at the call of the chairperson or by a quorum, as often as may be necessary for the transaction of the board's business. The board shall meet at least once annually on each of the islands of Hawaii, Maui, Molokai, Lanai, Kauai, and Oahu. [L 1979, c 196, pt of §2]

[§10-9] Compensation; expenses. Members of the board shall be allowed:

(1) Compensation at the rate of $50 a day for each day's actual attendance at meeting;
(2) Transportation fares between islands; and
(3) Personal expenses as provided under section 78-15 while attending board meetings on an island other than the island on which their residence is located.

All payments for compensation, travel, and expenses shall be paid by warrants signed by the chairperson of the board. [L 1979, c 196, pt of §2]

[§10-10] Administrator; appointment, tenure, removal. The board by a majority vote, shall appoint an administrator who shall serve without regard to the provisions of chapters 76 and 77 for a term to be determined by the board. The board, by a two-thirds vote of all members to which it is entitled, may remove the administrator for cause at any time. [L 1979, c 196, pt of §2]

[§10-11] Salary of the administrator. The salary of the administrator shall be $30,000. The administrator shall be included in any benefit program generally applicable to officers and employees of the State. [L 1979, c 196, pt of §2]

[§10-12] Assistant; staff. The administrator may employ and retain such officers and employees as may be necessary, subject to the approval of the

board, to carry out the functions of the office. Such officers and employees may be hired without regard to chapters 76 and 77, and shall serve at the pleasure of the administrator. Officers and employees of the office of Hawaiian affairs shall be included in any benefit program generally applicable to officers and employees of the State. [L 1979, c 196, pt of §2]

[§10-13] Appropriations; accounts; reports. Moneys appropriated by the legislature for the office shall be payable by the director of finance, upon vouchers approved by the board, or by any officer elected or appointed by the board and authorized by the board to approve such vouchers on behalf of the board. All moneys received by or on behalf of the board shall be deposited with the director of finance and kept separate from moneys in the state treasury; except that any moneys received from the federal government or from private contributions shall be deposited and accounted for in accordance with conditions established by the agencies or persons from whom the moneys are received; and except that with the concurrence of the director of finance, moneys received from the federal government for research, training, and other related purposes of a transitory nature, and moneys in trust or revolving funds administered by the office, shall be deposited in depositories other than the state treasury. Income derived from the sale of goods or services and income from lands and property as described in section 10-3, shall be credited to special or other funds; provided that upon the recommendation of the office, the comptroller shall establish such other separate accounts or special funds for other designated revenues as may be directed by the board or its authorized representative. [L 1979, c 196, pt of §2]

✓[§10-13.5 Use of public land trust proceeds.] Twenty per cent of all funds derived from the public land trust, described in section 10-3, shall be expended by the office, as defined in section 10-2, for the purposes of this chapter. [L 1980, c 273, §1]

[§10-14] Budget, auditing. The board shall annually submit a proposed budget for the office to the legislature. The office shall be subject annually to government audit. [L 1979, c 196, pt of §2]

[§10-15] Annual report. The board shall prepare and make public their annual report which shall include an enumeration of their activities, income, and expenditures during the year. The annual report shall be submitted to the governor and the legislature ten days prior to the convening of each regular session of the legislature. The board shall prepare and submit special reports as may be required by the legislature. [L 1979, c 196, pt of §2]

[§10-16] Suits. (a) The office may sue and be sued in its corporate name. The State shall not be liable for any acts or omissions of the office, its officers, employees, and the members of the board of trustees, except as provided under subsection (b).

(b) In matters of tort, the office, its officers and employees, and the members of the board shall be subject to suit only in the manner provided for suits against the State under chapter 662.

(c) In matters of misapplication of funds and resources in breach of fiduciary duty, board members shall be subject to suit brought by any beneficiary of the public trust entrusted upon the office, either through the office of the attorney general or through private counsel.

(d) In matters involving other forms of remedies, the office, its officers and employees, and the members of the board shall be subject to suit as provided by any other provision of law and by the common law. [L 1979, c 196, pt of §2]

Severability, see L 1979, c 196, §11.

OFFICE OF HAWAIIAN AFFAIRS--DECEMBER 1982

APPENDIX B

SUMMARY OF OHA MASTER PLAN

I. Introduction

Pursuant to Section 10-6, HRS, the Office of Hawaiian Affairs is responsible for developing a comprehensive master plan for native Hawaiians and Hawaiians. For the past several months, the Board of Trustees and staff have been working with Mr. Tom Dinell and a group of planning consultants on the development of an OHA Master Plan. The following discussion presents a summary of goals and activities proposed in the plan.

II. Plan Summary

The OHA Master Plan delineates the specific goals, strategies and activities toward which OHA will be working in order to carry out its statutory duties and responsibilities as set forth in Chapter 10, HRS. It will also form the basis of OHA's multi-year program and financial plan to be presented to the State Legislature.

Through this plan, OHA seeks to create a range of options or alternatives which will enable Hawaiians to more freely choose how they will live their lives and participate in modern society. To accomplish this, the master plan focuses on three separate but equally important and interrelated goals toward which OHA will be working:

- Promoting the continued revival, enhancement, preservation and perpetuation of Hawaiian culture.
- Promoting opportunities for full participation of the beneficiaries in society and promoting self-determination and self-sufficiency.
- Promoting the full participation of the beneficiary community in the democratic decision-making process.

The plan also proposes a number of activities or implementing actions which will be pursued toward the achievement of these goals. The chart on page 7 presents a summary of the relationship between the goals and proposed activities which support them.

The master plan proposes over time to complete activities and programs which will in turn generate new activities or form the basis for inclusion of other activities which contribute to the achievement of the three major OHA goals. A detailed summary of the goals and proposed implementing actions follows:

A. Goal 1 - Hawaiian Culture

The first goal focuses on the continued revival, promotion, enhancement, and perpetuation of Hawaiian culture. This goal recognizes the basic importance of the culture in developing a sense of identity, pride, and community among Hawaiians. It also recognizes that the Hawaiian culture is a valuable natural resource to the State of Hawaii. OHA therefore intends to place emphasis on promoting an increased awareness and understanding of the culture among Hawaiians and the sharing of the culture with other residents and visitors.

A major step toward the achievement of this goal has already been taken with the development of the draft OHA Culture Plan. OHA intends to work over the next several years on implementing specific elements of the Culture Plan, including the following:

1. Conducting research and planning for the establishment of a traditional Hawaiian village which can

serve as a model for the teaching of Hawaiian culture and for promoting increased knowledge and understanding of the traditional concepts and practices within an ahupua'a.

2. Advocating for the establishment of a special "traditional land use" classification which will promote the maximum use, protection, and preservation of traditional resource and recreation areas, including kuleana lands.
3. Conducting research, formulating legislation and advocating for the protection of access rights to resource areas, particularly trails and other traditional routes.
4. Establishing a statewide network of facilities (halau) for the teaching and practice of Hawaiian concepts and values including music, hula, language, arts and crafts, sports and games, and protocol.
5. Pursuing efforts to promote the teaching of Hawaiian language, history, and culture in the community and in the public school system.
6. Planning, organizing, and implementing a statewide makahiki games, including land and water sports.

B. Goal 2 - Social and Economic Self-Sufficiency

The second goal is aimed at addressing the social and economic needs within the Hawaiian community. This goal focuses on ensuring that Hawaiians have access to a range of health and human service programs, of insuring that relevant educational opportunities are available

to them, and of trying to provide increased opportunities for economic development activities within the Hawaiian community. Among the specific activities contemplated by OHA are the following:

1. Coordinating the various economic development programs available to beneficiaries in an effort to reduce duplication of services and maximize resources in this area.
2. Conducting research into ways in which OHA might establish a more equitable funding base in order to better serve both classes of beneficiaries and reduce dependence on legislative appropriations.
3. Conducting an inventory of agencies and programs providing human services to OHA beneficiaries in order to minimize duplication and identify service gaps.
4. Monitoring the educational services currently being offered to beneficiaries and advocating for the delivery of appropriate educational opportunities at all levels.
5. Advocating for the implementation of the Hawaiian Education amendment and expansion of the Kupuna Program within the education system.
6. Continuing current OHA efforts to monitor the disposition of ceded lands in fulfillment of its fiduciary responsibility.
7. Identifying potential sources of land which OHA might acquire for the development of cultural, educational,

or economic projects on a joint venture basis with other Hawaiian agencies, beneficiaries, or other private interests.

8. Pursuing through advocacy, litigation, or other appropriate means the retention and/or recovery of lands for beneficiaries.

C. Goal 3 - Participation in the Democratic Process

The third goal focuses on the full participation of the Hawaiian community in the political decision-making process. This goal involves promoting increased access to and participation by Hawaiians in the decisions affecting the Hawaiian community. It recognizes that in order for this to occur, there is a need to develop a strong and unified community base.

Among the activities OHA intends to pursue in support of this goal are the following:

1. Establishing island or community advisory councils to inform OHA of the specific issues and concerns within the Hawaiian community and to communicate OHA plans and activities to the community.
2. Conducting community forums throughout the state to educate Hawaiians and get feedback on specific issues affecting the Hawaiian community.
3. Seeking legislative or other means of securing representation on critical boards and commissions directly affecting the Hawaiian community.
4. Establishing OHA as a clearinghouse for applications for federal or state assistance to carry out programs

or projects impacting on the Hawaiian community.

5. Providing grants to community organizations to support cultural, economic, educational, or human service projects benefitting beneficiaries.
6. Improving OHA's public information capability by expanding the frequency and distribution of the OHA newspaper and making more effective use of the electronic media through the development and dissemination of slide shows and radio and television productions.

III. Conclusion

The planned activities described above are based on OHA's recognition that it does not have the resources to directly address all the needs within the Hawaiian community. The master plan, therefore, places major emphasis on OHA playing primarily a coordinating, advocacy, and monitoring role with regard to agencies and programs impacting on native Hawaiians and Hawaiians. These roles are geared to strengthening OHA's ability to support and work together with other Hawaiian organizations and public and private agencies in order to avoid duplication and maximize services to beneficiaries. OHA views its role as a provider of direct services only in areas where service gaps are identified that are not being addressed by other agencies or programs.

MASTER PLAN SUMMARY

GOAL	PROGRAM	ACTIVITY
Revival, enhancement, preservation, and perpetuation of Hawaiian culture	Hawaiian Culture	Traditional Land Use (Ahupua'a) Traditional Rights Establish Halau Promote the Teaching of Hawaiian Language/History/ Culture Hawaiian Sports
Promote opportunities for full participation of the beneficiaries in society and promote self-determination and self-sufficiency	Economic Development	Inventory/Coordination of Economic Development Resources Researching Potential Joint Venture Opportunities Research Funding Mechanisms
	Health, Human Services	Inventory/Evaluation of Human Service Programs Promote/Monitor Appropriate Educational Opportunities
	Land and Natural Resources	Inventory/Monitor Disposition of Ceded Lands Acquire/Manage Land Pursue Land Recovery Efforts
Promote full participation of the beneficiary community in the democratic process	Government and Community Affairs	Community Participation (Representation on Boards and Commissions, Grass Roots Input Community Issues) Establish Clearinghouse Grants Management
	Public Information	Improve Information Services Capability - Newspaper, Media Production, Etc.
Operations and Development*	Operations and Development	Comprehensive Master Plan (Census/Needs Assessment/ Research and Development/ Planning/Feasibility Studies) Management - Internal/External

*Routine activities which, although not an end in themselves, support achievement of the three major goals.

APPENDIX D

STATUTES THAT SPECIFICALLY REFER TO NATIVE HAWAIIANS

16 USC Sec. 396a — authorizes leasing of land in Kalapana to Native Hawaiians

21 USC Sec. 1177d — provides grants for drug and alcohol abuse prevention programs and gives special consideration to programs for Native Americans, including Native Hawaiians

29 USC Sec. 1503 — (Job Training Partnership Act) provides funding for job training to economically disadvantaged, including Native Hawaiians

42 USC Sec. 1996 — (Native American Religious Freedom Act) allows practice of traditional religions of Native Americans, including Native Hawaiians

42 USC Sec. 2991a — (Native American Program Act of 1974) provides financial assistance to non-profit agencies for the promotion of economic and self-sufficiency for Native Americans, including Native Hawaiians

42 USC Sec. 4577c — authorizes federal grants for alcohol abuse prevention, treatment and research for underserved populations, including Native Hawaiians

Pub. L. 96-565, 94 Stat. 3321, 3324, 3326 (1980) — establishes a Native Hawaiian Study Commission to study the culture, needs and concerns of Native Hawaiians

APPENDIX E

A RESOLUTION

URGING THE CONGRESS OF THE UNITED STATES TO INCLUDE NATIVE HAWAIIANS IN THE DEFINITION OF NATIVE AMERICAN AND EXTEND TO NATIVE HAWAIIANS ELIGIBILITY IN ALL PROGRAMS AFFECTED BY SUCH DEFINITION WITHOUT PREJUDICE

WHEREAS, the Congress of the United States has recognized the unique attributes of indigenous American peoples as constitutionally and morally deserving of national attention and legislation; and

WHEREAS, the Congressional willingness to extend this recognition to native Hawaiians is now imperfectly and unfairly extended; and

WHEREAS, the Hawaiian people are the indigenous inhabitants of the Hawaiian Islands; and

WHEREAS, at the time the Kingdom of Hawaii and its government was illegally overthrown in 1893, it was fully recognized as a member of the international community of nations; and

WHEREAS, native Hawaiians were citizens of an organized self-governing nation whose status as an independent sovereign was formally recognized by other nations; and

WHEREAS, as early as 1826, a treaty was negotiated, although never ratified, between the United States and the Hawaiian Kingdom; and

WHEREAS, in 1842 American President John Tyler officially recognized Hawaii as a sovereign nation and declared a policy of respecting Hawaiian independence; and

WHEREAS, in recognition of this independence, Congress appropriated monies for the appointment of a minister from the United States to Hawaii; and

WHEREAS, the federal government has long recognized native Hawaiians as a distinct indigenous group and has dealt with them in a manner similar to other native American groups; and

WHEREAS, native Hawaiians meet many of the criteria which entitle an indigenous group of federal protection and services; and

WHEREAS, the Congress of the United States explicitly acknowledged its responsibility and ability to enact legislation to benefit native Hawaiians with the enactment of the Hawaiian Homes Commission Act of 1920, which placed over 200,000 acres of land in trust to rehabilitate native Hawaiians; and

WHEREAS, in the 1959 Admission Act, the Congress of the United States extended the scope of the federal government's recognition of native Hawaiians by requiring the State of Hawaii - by compact - to adopt the Hawaiian Homes Commission Act as part of the State Constitution; and

WHEREAS, the State Admission Act further recognized native Hawaiians in Section 5(f) by designating "the betterment of conditions of Native Hawaiians" as one of the five trust purposes for which proceeds and income from the ceded lands trust could be expended; and

WHEREAS, the State Admission Act singles out native Hawaiians from the general public as specific beneficiaries of the ceded land trust, in recognition of the federal government's recognition of the status of native Hawaiians; and

WHEREAS, in 1974 the Congress enacted legislation making Hawaiians eligible for participation in the programs of the Administration for Native Americans; and

WHEREAS, in 1978 the Congress amended the Comprehensive Employment and Training Act to include Hawaiians in the Indian Manpower Program administered by the Director of Indian and Native American Programs of the U. S. Department of Labor; and

WHEREAS, in the same year the Congress adopted the American Indian Religious Freedom Act and included native Hawaiians in its guarantees of religious tolerance; and

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WHEREAS, despite their inclusion in these abovementioned programs, native Hawaiians are presently ineligible to participate in the large majority of federal programs established for the benefit of other native American peoples; and

WHEREAS, through amendments to the Hawaii State Constitution in 1978, ratified by the people of the State of Hawaii, an Office of Hawaiian Affairs was established to serve as the principal public agency in the State responsible for all Hawaiians, and to receive a pro rata share of the ceded lands and trust revenues; and

WHEREAS, the Office of Hawaiians Affairs is governed by a nine-member Board of Trustees who are elected by the Hawaiian people; and

WHEREAS, native Hawaiians share all of the attributes and needs common to other indigenous peoples and are entitled to any and all benefits extended to other Native Americans;

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of the Office of Hawaiian Affairs urges the Congress of the United States to include Native Hawaiians in the definition of Native American and extend to Native Hawaiians eligibility in all programs affected by such definition without prejudice.

Joseph G. Kealoha, Jr.,
Chairman

Rodney K. Burgess, III,
Vice-Chairman

Hayden F. Burgess, Trustee

Piilani C. Desha, Trustee

Rockne C. Freitas, Trustee

Thomas K. Kaulukukui, Sr.,
Trustee

Moses K. Keale, Sr., Trustee

Carol Kealoha, Trustee

Walter L. Ritte, Jr., Trustee

Adopted: November 4, 1983
Date

APPENDIX F

CHA 83-15

A RESOLUTION

URGING CONGRESS TO ESTABLISH A SINGLE DEFINITION OF NATIVE HAWAIIAN WITHOUT REFERENCE TO A BLOOD QUANTUM, AND TO PROVIDE APPROPRIATE PROTECTIONS TO GUARANTEE THE RIGHTS AND PRIVILEGES OF CURRENT HAWAIIAN HOMES BENEFICIARIES

WHEREAS, the U.S. Congress has established two definitions of a Native Hawaiian, one setting a blood quantum of 50% or more for purposes of the Hawaiian Homes Act of 1920, and the other only requiring an individual to be a descendant of those inhabiting the Hawaiian Islands prior to 1778; and

WHEREAS, it is a vital concern to the Native Hawaiian community that a single definition be adopted which encourages and enhances the dignity and values of a single, unified people; and

WHEREAS, the blood quantum definition (in the words of a 1980 State Legislative Report) has "proved to be a factor in dividing the Hawaiian community, mothers and fathers from their children, cousins from cousins, and friends from friends; and

WHEREAS, the United States Congress pursuant to the Hawaiian Homes Commission Act, defined a native Hawaiian to be any descendant of not less than one-half of the blood of the races inhabiting the Hawaiian Islands previous to 1778; and

WHEREAS, Congressional records reflect that in 1920 Hawaii's Delegate to Congress, Jonah Kuhio who is most notably characterized as the "Father of the Hawaiian Homes Commission Act", advocated that there be no blood quantum but that if one were required, that the definition of native Hawaiian should be based on one-thirty second blood quantum reflective of the wide-spread intermarriage among native Hawaiians and other peoples of the Hawaiian Islands; and

WHEREAS, this definition of native Hawaiian was incorporated by reference in the Admission Act of the State of Hawaii in 1959, as a qualification for benefits from

Section 5(f) of the Admission Act, as provided by State law; and

WHEREAS, the Office of Hawaiian Affairs was created in 1978 as a trust for all Hawaiians and authorized, pursuant to the Constitution of the State of Hawaii Article XII Sections 5 and 6, to manage that pro rata share of income designated for native Hawaiians pursuant to Section 4 of said Article and Section 5(f) of the Admission Act; and

WHEREAS, the Office of Hawaiian Affairs has encountered major fiscal and administrative hardships in managing income for two classes of Hawaiian people based on native Hawaiian definitions enacted by Congress; and

WHEREAS, Congress in 1974 amended the Native American Program Act to include native Hawaiians as native Americans and in so doing enacted a second definition of native Hawaiian that does not require a specific blood quantum, but merely a showing of Hawaiian ancestry to those native people inhabiting the Hawaiian Islands prior to 1778; and

WHEREAS, the State Department of Health in 1981 estimated the native Hawaiian population to be 43,466 as compared to 129,322 for those Hawaiians who are less than 1/2 blood; and

WHEREAS, the State of Hawaii has transmitted to Congress proposed legislation to amend the definition of native Hawaiian to 1/4 blood quantum for successors to a Hawaiian Homes Lease, which could lead to the prospect of a third definition for the purposes entitlement; and

WHEREAS, the Office of Hawaiian Affairs recognizes the blood quantum issue as a root concern that has had a devisive affect on Hawaiian families and Hawaiian communities; and

WHEREAS, the Office of Hawaiian Affairs recognizes that self-determination is a desirable goal of Hawaiians and would be substantially achieved if ratification by Hawaiians

were incorporated into any Congressional action seeking to resolve the issue of the blood quantum;

WHEREAS, Congress has reserved the power of consent to any amendments to the definition of native Hawaiian pursuant to Admission Act Section 4;

BE IT RESOLVED that the Office of Hawaiian Affairs Board of Trustees urges Congress to give full consideration to the recommendation of the Native Hawaiian Study Commission Report Volume II which recommends that Congress of the United States adopt a single definition of Native Hawaiian to mean any individual whose ancestors were natives of the area which constituted the Hawaiian Islands prior to 1778. And that proper guarantees to protect the rights and privileges of those now holding or awaiting a Hawaiian Homes award accompany this change.

Gard Kealoha, Trustee

Joseph G. Kealoha, Jr., Chairperson

Walter L. Ritte, Trustee

Rodney K. Burgess, III, Vice-Chairperson

Hayden F. Burgess, Trustee

Piilani C. Desha, Trustee

Rockne C. Freitas, Trustee

Thomas K. Kaulukukui, Sr., Trustee

Adopted: November 4, 1983
Date

Moses K. Keale, Sr., Trustee

Senator INOUYE. Thank you very much, Mr. Kealoha.

It is your contention that the history of the Native Hawaiian has qualified him to be legally recognized as a native American?

Mr. KEALOHA. Yes.

Senator INOUYE. What is the Office of Hawaiian Affairs doing to improve the educational condition of Hawaiian children? Do you have any program involved in education?

Mr. KEALOHA. At the Office of Hawaiian Affairs, of course, we advocate the Hawaiian studies program in the Department of Education and advocate other Hawaiian educational projects such as at the University of Hawaii system.

Specifically, we have funded one position through OHA that is a kupuna coordinator whose function is a liaison between the community, the Office of Hawaiian Affairs, and who works with the leadership at the Department of Education in the Hawaiian studies program.

We have also funded a pilot project, and we are through one-half year. It is the Halau Likolaulani o Hawaii, which is basically a preschool, 100 percent native-speaking language, where youngsters whose parents are working can leave their children in an 8-hour environment where Hawaiian is spoken totally. This is a pilot project out at Waimanalo.

Senator INOUYE. Has OHA been called in to participate in the establishment of the Hawaiian studies program, as required by the constitutions?

Mr. KEALOHA. Being on the first board of the Office of Hawaiian Affairs, we did not formulate curriculum in conjunction with the Department of Education. Is that what you are getting at?

Senator INOUYE. Yes.

Mr. KEALOHA. No; OHA did not have any input.

Senator INOUYE. Are you satisfied with the present Hawaiian studies program?

Mr. KEALOHA. Since its inception and since, of course, the mandate under the constitutional amendment in 1978, I can speak specifically for Maui. In fact, Maui, with special pride, has been the only district that has filled all the kupuna positions throughout the district, which includes Lanai, Molokai, and Maui, and it has been very successful.

However, I have also participated in some of the workshops that these kupunas receive intermittently throughout the year, and through that, I have learned that in some of the districts there is a need to fulfill in different schools more kupunas, and also the question of salaries, because these kupunas do not have, as we Hawaiians would say, the palapala, the degrees to teach school, but rather, you know, they are elders, as Ms. Wakida said, in the language and understand that culture very well.

Less than 1 week ago, I think, there has been an appropriation of $400,000 at least from the senate, under Hawaii Senator Malama Solomon's committee, which I think will help boost some of the apprehension that the program has not been quite as effective as it could be. But I would say that in my opinion, and in the opinion of the majority of the board members, the kupuna program is successful.

Senator INOUYE. Do you support the recommendations of the commission in which Myron Thompson was involved?

Mr. KEALOHA. Yes.

Senator INOUYE. All of the recommendations?

Mr. KEALOHA. Yes. In fact, Trustee Gard Kealoha, who is also here, will present testimony to that effect tomorrow, I understand.

Senator INOUYE. I thank you very much, Mr. Kealoha.

Mr. KEALOHA. Thank you.

Senator INOUYE. I have here the prepared statements of Senator Spark M. Matsunaga and Representative Cecil Heftel. Without objection, their statements will be made part of the record at this point.

[The statement follows:]

PREPARED STATEMENT OF SPARK M. MATSUNAGA, A U.S. SENATOR FROM THE STATE OF HAWAII

Mr. Chairman, I wish to thank you and the members of the Select Committee on Indian Affairs for holding hearings on the subject of the educational needs of native Hawaiians. I deeply appreciate this committee's interest in this issue, which is of profound importance to many of the people of my State.

Mr. Chairman, as you are aware, in March of 1983, pursuant to a Congressional mandate, a comprehensive report was submitted to Education Secretary Terrel Bell examining the educational needs of native Hawaiians. This report, the native Hawaiian educational assessment project, documented that native Hawaiians rank at the bottom of most measures of educational achievement and have unique educational needs as a consequence of their culture and socialization process. Hawaiian children are hampered in their development by numerous economic, social and institutional barriers which all contribute to their low academic achievement—a situation similar to that which exists among Indian populations.

Poor academic performance is not the only problem facing those of Hawaiian blood, who comprise 19 percent of Hawaii's population. They occupy the bottom rungs of our social and economic ladders relative to other groups in the State. The unemployment rate among Hawaiian adults is twice that for the State as a whole. Forty percent of those living below poverty level in the State are Hawaiians; 66 percent of the youth in correctional institutes are Hawaiians and 46 percent of adults in correctional institutes are Hawaiians. Hawaiian children also are disproportionately victimized by child abuse and neglected, and are absent from school in disproportionate numbers.

The report recommends a comprehensive, multi-agency approach to address the unique educational needs of native Hawaiian children with a final goal of complete self-sufficiency for the native Hawaiian population. Critical to this end is funding for native Hawaiians by inclusion in the definition of native Americans in the Indian Education Act. Such a modification of current law would permit, for example, establishment of programs for native Hawaiians for tutoring, counseling and cultural studies similar to those conducted under the Act for Indian students.

There is a need to design programs which will consider, accommodate and even capitalize on the unique cultural traits of native Hawaiians. These programs would involve among other things, educating students on the Hawaiian culture in an effort to break negative cultural stereotypes and build community pride among Hawaiians—an essential element to improve academic achievement. It also would involve an examination of the relationship between their cultural traits and the learning process. It is clear that teaching techniques used in the traditional classroom setting often do not work well for native Hawaiian students and are, in fact, an impediment to the acquisition of basic educational skills. This is true for Indians, and it is true for native Hawaiians as well. Let me say, however, that I would not advocate taking away money from Indian programs, I believe it is appropriate to increase authorization levels so as to provide for the needs of native Hawaiians without compromising Indian education programs.

Mr. Chairman, I believe that Native Hawaiians have much in common with American Indians and other native Americans. Like the Indian, the native Hawaiian was profoundly affected by the arrival in this country of the Western European. When I was a boy, growing up on the Hawaiian Island of Kauai, my father used to quote to me and old Japanese proverb: "Kuro Ga Atte Fukai Jinsei Ga Wakaru," which means "Understanding of deep human values cometh

only through suffering." It is a phrase which frequently comes to mind not only when I think of my father, but also when I recall the suffering of the native Hawaiian in his own land. When the Hawaiian Islands were unified into one kingdom by King Kamehameha I in 1875, the population stood at approximately 400,000. History tells us that the early Hawaiian was a vigorous, hard working, productive and family-oriented person. His place in the social structure was well defined by tradition and custom and his relationships with his family and neighbors were based on cooperation and sharing.

With the coming of the Western Europeans, the situation changed rapidly. Not only did they bring a variety of new diseases which decimated the Hawaiian population, they brought the concepts of free enterprise, competition and private ownership, all of which were alien to the Hawaiian culture. Even today, it is often said among Hawaiians that the American missionaries who arrived in 1820 came to do good and ended up doing very well—for themselves. By the middle of the 19th Century, the Hawaiian had seen his ancestral lands pass from his hands into the hands of the newcomer. In 1893, his government and the lands of the crown were also taken from him. The government of Queen Liliuokalani was overthrown by a small band of non-Hawaiians, assisted by the American Minister to Hawaii and a detachment of Marines from the U.S.S. Boston, which was paying a visit to the Islands. The failure of the U.S. Government to restore the monarchy, or at least to compensate the Hawaiians for their losses, still stands as a blot on the pages of American history. Five years later, when the Republic of Hawaii was annexed to the United States, our government again failed to correct the injustice. There followed a long period of neglect during which native Hawaiians sank into a state of bitterness and apathy from which they are now beginning to emerge.

To date, there has been a clear, but as yet insufficient, recognition of federal responsibility for the plight of Native Hawaiians, stemming from the role of the United States Government in the overthrow of the Hawaiian Monarchy. Recognition of federal responsibility is demonstrated in several pieces of legislation beginning with the 1920 Hawaiian Homes Commission Act, which placed approximately 200,000 acres under the jurisdiction of a Commission for the rehabilitation of persons of Hawaiian ancestry. In 1974, native Hawaiians were first defined as native Americans in the Community Services Act. Since then, there have been several other legislative measures which recognize the needs and rights of native Hawaiians.

It continues to be said, however, that Hawaiians are strangers in their own land. They are striving to meet the social and economic crisis which confronts them in an effective and comprehensive maner. High educational achievement is considered a top priority in order to allow native Hawaiians to attain their goal of self-sufficiency. I believe that inclusion of native Hawaiians under the Indian Education Act will be a most valuable and appropriate action.

Again, let me thank the members of this Committee for their interest in this matter, and for the opportunity to express my views.

PREPARED STATEMENT OF CECIL HEFTEL, A U.S. REPRESENTATIVE FROM THE STATE OF HAWAII

Mr. Chairman and members of the Committee. I regret that I cannot be here in person to present testimony on the need to provide federal assistance to improve educational opportunities for native Hawaiian children. I am nevertheless pleased to join this distinguished group of experts invoicing my strong support of their efforts.

The Native Hawaiian Education Assessment Project, undertaken at the request of the Senate Appropriations Committee, has completed the first comprehensive study which quantifies the educational attainment of Hawaiian children. The report provides a solid statistical profile of the educational deficiencies of native Hawaiian children.

Four years ago our Hawaii Congressional delegation endeavored to promote legislation to create special education programs for native Hawaiian children similar to those created for Native American Indian children. Congress said it wanted more documentation of the need for such programs before it responded. We now have that information. This evidence is so comprehensive and conclusive that Congress and the federal government cannot in good conscience turn down or ignore what has been documented in this report.

The Kamehameha Schools/Bishop Estate, the leader in this effort to recognize and assist Hawaiian children, has made recommendations in conjunction with the Native Hawaiian Education Assessment Project that are constructive and that would be responsive to the needs of the children. Furthermore, the Kamehameha Schools/Bishop Estate has offered to share with the federal government the financial burden of bringing Hawaiian children up to par with their non-Hawaiian peers. The Bishop Estate has already contributed a substantial amount of its resources to defining the problems and solutions, and is prepared to continue its participation in all aspects of development, funding, and implementation of educational programs. The Bishop Estate/Kamehameha Schools is to be highly commended for this, and certainly the federal government and Congress cannot turn down this offer.

Mr. Chairman and members of the committee, I hope that you will seriously consider the rep[illegible] of the Native Hawaiian Assessment Project and will support legislation that [illegible]l help to bring Hawaiian children into the mainstream of American life. Clearly, education is the most important tool we have for improving one's prospects for a full and enriched life. We must use this tool now in the most effective way possible to help a group of people who otherwise cannot expect to overcome the substantial barriers that prevent achievement of a bright and productive future for themselves and their families.

Thank you again, Mr. Chairman and the committee, for your attention to this problem of such importance to the State and to the people of Hawaii.

Senator INOUYE. This hearing will stand adjourned.

[Whereupon, at 11:09 a.m., the hearing was adjourned.]

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